DAME JANET PRIMARY ACADEMY: PROGRESSION DOCUMENT - WRITING

YEAR 1	WTS	EXS	GDS
Sentence structure/ grammar	Usually uses simple sentence structures	Writes simple sentences	Use a mixture of simple and compound (using and) sentences independently
	Sentence structure is often repeated	Sentence structures often draw more on characteristics of spoken language with the repetition of pronouns and simple verbs	
		Writes simple compound sentences using 'and'	
Punctuation	Mostly separates words with spaces	Separates words with spaces	Words are separated with spaces independently
	Some evidence of using a capital letter and full-stop to demarcate a sentence (although not consistent)	Beginning to use capital letters and full stops to demarcate some sentences	To begin to use capital letters and full stops to demarcate some sentences independently
	Some evidence of using a capital for the personal pronoun I (although not consistent)	Beginning to use question marks to demarcate sentences	To begin to use question marks and exclamation marks to demarcate sentences
		Beginning to use exclamation marks to demarcate sentences	To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names) independently
		Consistently uses capital letters for the personal pronoun I	
		Beginning to use capital letters for some proper nouns (e.g. days of the week, other names)	
Text structure and organisation	Some evidence of simple structure. E.g. can sequence events	Sentences planned orally before they are written	Sentences planned orally before they are written.
	Attempts to retell elements from familiar stories or writes own simple story ideas	Sequences sentences to form short narratives based on fictional and real experiences. This may include some features of narrative writing, but the form may not be sustained.	Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.
	Writing communicates meaning without mediation	Children's writing may begin to show some features of different text types (prompted by their own reading or by teacher modelling - e.g. list, caption or simple instructions)	Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)
	Orally plans sentences before they are written		
	Starting to check writing makes sense with an adult or peer		
Drafting and editing	When writing is read out loud, child is able to check writing makes sense and makes changes with support	Checks that their writing makes sense by rereading and makes simple changes when suggested	Checks their writing makes sense and begins to make changes independently
Effective use of language/ vocabulary	Beginning to use story language to start writing a story	Uses vocabulary which is appropriate to the subject matter	Uses vocabulary which is appropriate to the subject matter independently
	Mostly draws on characteristics of spoken language rather than written language	Some use of adjectives for description	Some use of adjectives for description independently
	Usually shows some awareness of the purpose of the writing	Writing refers to the context of the task	
Handwriting	Letters are usually clearly shaped	Beginning to form lower-case letters in the correct direction, starting at and finishing in the right place (there may be inconsistencies in size and orientation)	Forms lower-case letters in the correct direction, starting at and finishing in the right place, with increasing consistency in size and orientation
	Mostly writes with spaces between words	Holds a pencil comfortably and correctly	
		Form capital letters and digits 0-9	
Spelling	Some common exception words spelt accurately	Spells most common exception words accurately (see NC appendix 1)	Beginning to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix 1)
	Spells most words containing previously taught grapheme-phoneme correspondences	Spells most words containing previously taught grapheme-phoneme correspondences	

		Increasingly accurate use of prefix un- and suffixes when adding -ing, -ed, and -est	
		Spell the days of the week	
		Add prefixes and suffixes using the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs	
		Add prefixes and suffixes using the prefix un	
		Spell <u>some</u> common exception words	
		Name the letters of the alphabet in order	

YEAR 2	WTS	EXS	GDS
Sentence structure/ grammar	Some variation in sentence structure - simple and compound	Uses correctly structured simple and compound sentences	Confident and consistent use of:simple and compound sentences
	Some sentences are extended	Growing variety of simple conjunctions being used: Subordination (when, if, that, because) and coordination (or, and, but)	Uses a growing variety of simple conjunctions (when, if, that, because, or, and, but)
	Sentences are linked through different conjunctions instead of always 'and' (e.g. but, so)	Uses a variety of sentence beginnings	Uses a growing variety of sentence beginnings
	Starting to consistently use tense appropriate to task	Mostly consistent use of the tense that is appropriate to the task	Consistent use of the tense that is appropriate to the task
	Beginning to use the grammatical structure to match its purpose (e.g. statement, exclamation or command)	More examples of where the grammatical structure of sentence matches its purpose (question, exclamation, command)	Grammatical structure of sentences match their purpose (question, exclamation, command)
		Correct use of progressive form of verbs in present and past tense (he is drumming; he was shouting)	Consistently correct use of progressive form of verbs in present and past tense (he is drumming; he was shouting)
Punctuation	Sentences are usually demarcated by capital letters and full stops	Mostly uses capital letters and full stops to demarcate sentences	Capital letters and full stops to demarcate sentences
	Uses capital letters for names and the personal pronoun I independently	Uses question marks and exclamation marks, recognising their effect on the reader	Consistent use of question and exclamation marks and recognises their effect on the reader
	Beginning to use question marks and exclamation marks within their writing	Consistently uses a capital letter for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)	Consistently uses a capital letter for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)
	Some use of commas to separate items in a list	Uses commas to separate items in a list	Consistent use of commas to separate items in a list
	Some attempts to use apostrophes for possession and contractions, but not always correct.	Uses apostrophes to mark where letters are missing (omission) - simple common contractions	More consistent use of apostrophes to mark where letters are missing (omission) - simple common contractions
		Starting to use apostrophes to mark singular possession in nouns	More consistent use of apostrophes to mark where letters are missing (omission) - simple common contractions
Text structure and organisation	Ideas are developed in a sequence of sentences	Narrative features are beginning to be developed (beginning, middle and end and events in a chronological order)	Able to clearly structure a narrative, without prompts or guidance
	Organisation reflects the purpose of the writing	Some characteristic features of chosen form are beginning to be developed (e.g. in narrative there is a sequence of events, in non-narrative, sections of writing are sequenced appropriately)	Narrative features are beginning to be developed (beginning, middle and end and events in a chronological order) with appropriate balance (e.g. a more rounded ended or detailed middle)
	Writes simple narratives about personal experiences and those of others	Writes simple narratives about personal experiences and those of others	Writes narratives about personal experiences and those of others
	Writes about real events	Writes about real events	Writes about real events
	Writes simple poetry	Writes simple poetry	Writes poetry
	Beginning to use some of the characteristics of non-narrative form to communicate meaning		In narrative, ideas are linked together to provide more details
Drafting and editing	With prompting, is able to make some improvements to spelling, punctuation and grammar	Can make simple additions, revisions and corrections to their own writing, including: re-reading to check for sense; proof reading for errors	Children able to make changes to the effectiveness of their work, without prompting
Effective use of language/ vocabulary	Uses some adjectives for description	Uses adjectives and adverbs to describe and specify	Adjectives, expanded noun phrases, and adverbs are used to describe and specify, and includes the use of vocabulary drawn from wider reading
	Uses some expanded noun phrases for description	Uses expanded noun phrases to describe and specify	Communicates meaning in a way that is lively and generally holds the interest of the reader
		Uses some specific vocabulary linked to the topic in non-narrative writing	
Handwriting	Holds a pencil comfortably and correctly	Holds a pencil comfortably and correctly	Starting to join letters in an appropriate cursive style
	Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place	Form lower case letters of the correct size relative to one another	
	Capital letters are mostly formed and orientated correctly	Starting to use the diagonal and horizontal strokes needed to join some letters	
	Digits 0-9 are mostly formed and orientated correctly	Upper and lower case letters are not mixed within words	

	Some consistency in the size and spacing of digits and letters is maintained throughout the writing	Writes capital letters and digits of the correct size, orientation to one another and to lower case letters	
Spelling	Spell by 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 <u>many</u> common exception words	Spell <u>most</u> common exception words
	Apply spelling rules and guidance, as listed in English Appendix 1	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Add suffixes to spell <u>most</u> words correctly, including ment, ness, ful, less, ly
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spell <u>some</u> words with contracted forms	Spell <u>most</u> words with contracted forms
		Add suffixes to spell <u>some</u> longer words correctly, including ment, ness, ful, less, ly	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
		Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Spell by learning the possessive apostrophe (singular) e.g. the girl's book
		Spell by distinguishing between some simple homophones and near homophones	Spell by distinguishing between homophones and near homophones
		Apply spelling rules and guidance, as listed in English Appendix 1	Apply spelling rules and guidance, as listed in English Appendix 1
		Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others	Write from memory simple sentences dictated by the teacher that include words using the GPCs (grapheme-phoneme correspondences), common exception words and punctuation taught so far

YEAR 3	WTS	EXS	GDS
Sentence structure/ grammar	Usually uses simple and compound sentences with some attempt to form complex sentences which may be uncontrolled	Uses simple and compound sentences which are grammatically correct and punctuated correctly	Uses simple and compound sentences which are grammatically correct and punctuated correctly, confidently and independently
	Uses a variety of sentences with different functions	Sentences with more than one clause are increasingly evident, however these may remain uncontrolled	Confidently uses an increasing variety of sentence openings
	Uses a range of simple conjunctions e.g. and, then, but, so, because	Uses an increasing variety of sentence openings	Express time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next soon, therefore), or prepositions (before, after, during, in, because of) with increasing confidence and independence
	Beginning to use pronouns to avoid repetition	Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because) , adverbs (then, next, soon, therefore), or prepositions (before, after, during, in)	First and third person and tense are used consistently and confidently
	Uses ways other than the subject to begin sentences	First and third person are used consistently	There is a subject verb agreement (e.g she is running, they are running)
	Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing	Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing	Present and past tense, including the progressive form, usually correctly chosen and used consistently used throughout writing
		Mostly uses the forms a and an according to whether the next word begins with a consonant or vowel	
Punctuation	Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences	Punctuation to mark sentences - full stops, capital letters, exclamation and questions marks - is usually used accurately	Starting to show an awareness of commas to mark phrases and clauses, as well as separating items in lists
	Capital letters are increasingly accurate to demarcate proper nouns	Capital letters used accurately for proper nouns	
	Apostrophes for common contractions and singular possessive nouns are mostly accurate	Apostrophe use is increasingly accurate	
	Beginning to use inverted commas to punctuate direct speech, however this may be inconsistent	Starting to show an awareness of commas to mark phrases, although there may be errors	
	Commas used in lists are used correctly	Usually uses inverted commas to punctuate direct speech	
Text structure and organisation	Uses scaffolding and support to aid planning	Able to plan using ideas gathered from wider reading and teacher modelling	Clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience
	Although the writing demonstrates an understanding of purpose and audience, this may not be sustained through the whole piece	Writing demonstrates an understanding of purpose and audience	Children are able to make choices about the form their writing will take without scaffolds
	Stories are written with a beginning, middle and simple ending (creates characters and setting), although there should be appropriate balance	Many features of story structure are present - beginning, middle and clearly developed resolution	Showing more confidence when grouping ideas together to form paragraphs
	A simple sequence of events which are generally related to each other, though not necessarily well paced	Usually groups similar information together (starting to use paragraphs for all forms of writing)	In non-narratives, simple organisational devices including headings and sub-headings aid presentation independently
	Uses simple overall structure of the chosen, non-fiction text type and includes brief introduction or concluding sentence	Simple overall structure of the chosen non-narrative text type is usually used appropriately	
		In non-narratives, simple organisational devices including headings and sub-headings aid presentation	
Drafting and editing	To proof read to check for errors in spelling, grammar and punctuation	To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.	To proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy.
	With support, can make simple improvements	Can make simple improvements for content either within their own and others' writing	Can make simple improvements for contents either within their own writing with confidence
Effective use of language/ vocabulary	Starting to use adventurous word choices to add detail and engage the reader	Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs,	Writing shows conscious word choices around adverbs and prepositions for particular effect
		Using technical language appropriate to the text type	
Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined
	The children should be moving towards a joined style of handwriting.	The children should be using a joined style of handwriting.	The children should be using towards a joined, legible style of handwriting.

Spelling	Spelling rules and guidance from Appendix 1 year 2 are applied accurately.	Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe	Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe and starting to spell words that are exceptions to common spelling rules.
	Starting to use taught spelling rules from appendix 1 (year 3 and 4)	Use the suffix ly	
		Use the prefixes un-, dis-, mis-, re- and pre-	
		Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym	
		Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double	
		Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo	
		Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine	
		Spell words with the 'ay' sound spelt 'ei'. 'eigh' or 'ey' e.g. eight, they	
		Spell words with endings sounding like zh and ch e.g. treasure, measure, picture, nature	
		Spell words with endings which sound like zhun e.g. division, decision	
		Spell homophones break/brake, fayre/fair, great/grate, groan/grown, hear/here, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane	

YEAR 4	WTS	EXS	GDS
Sentence structure/ grammar	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because, although	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, independently and through writing across the curriculum
	Use of a range of sentence opening	Use of a wide and varied range of sentence opening	Use of a wide and varied range of sentence openings independently
	Starting to expand noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair
	The same tense is sustained throughout the writing.	Choice of tense is accurate and consistent	Choice of tense is accurate and consistent through writing across the curriculum
	Simple present tense is used in dialogue	Appropriate use of pronouns to avoid repetition.	Appropriate use of pronouns to avoid repetition.
	Starting to use appropriate use of pronouns to avoid repetition.	Use of fronted adverbials (e.g. later that day, I heard the bad news	Competent use of fronted adverbials (e.g. later that day, I heard the bad news)
	Starting to use fronted adverbials (e.g. later that day, I heard the bad news)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)	Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)
	Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. should have, would have)		
Punctuation	Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing	Capital letters, full stops, question marks and exclamation marks are used accurately.	Capital letters, full stops, question marks and exclamation marks are used accurately through writing across the curriculum independently
	Starting to show an awareness of the need for a comma after fronted adverbials	Commas used after fronted adverbials	Commas used after fronted adverbials independently
	Inverted commas are used to indicate beginning and end of direct speech	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas) with more confidence
	Apostrophes for singular possession accurate, starting to use apostrophes for plural possession	More accurate when using apostrophes to mark singular and plural possession	Apostrophes to mark singular and plural possession independently
Text structure and organisation	Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot	Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.	Story structure is well developed and well-paced.
	Usually uses paragraphs to organise ideas around a theme	The ending is developed and of an appropriate length.	Effective use of paragraphing adds cohesion and aids the reader
	Mostly consistent and appropriate use of the structure of the chosen non-narrative text type.	Use of paragraphs to organise ideas around a theme	
	In non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices	Consistent and appropriate use of the structure of the chosen non- narrative text type.	Demonstrates the ability to plan and structure non-narrative texts appropriately without the use of model
		In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices	
Drafting and editing	Can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text	Independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense	Consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.
Effective use of language/ vocabulary	Expansion of noun phrases (see sentence structure and grammar)	Expansion of noun phrases (see sentence structure and grammar)	*Confidently and independently through writing across the curriculum:*
	Starting to use noun phrases, adverbs and adjectives are used to create variety and add interest.	Noun phrases, adverbs and adjectives are used to create variety and add interest	Expansion of noun phrases (see sentence structure and grammar)
	Adjectives are beginning to be modified for emphasis	Adjectives are sometimes modified for emphasis.	A wider variety of noun phrases, adverbs and adjectives are used to create variety and add interest
	Beginning to use a range of powerful verbs	Beginning to use a wider range of powerful verbs	Adjectives are sometimes modified for emphasis
	Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.	Writer's viewpoint is established, but may not be maintained.	More consistent use of a wider range of powerful verbs

		Attempts to use technical and precise vocabulary in non-narrative writing	More secure attempts to use technical and precise vocabulary in non-narrative writing
Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined	
	The children should be working towards using a joined, legible style of handwriting.	The children should be using a joined, legible style of handwriting.	The children should be using a joined, legible style of handwriting.
Spelling	Spelling rules and guidance from English Appendix 1 (year 3 and 4) mostly applied	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied
		Understand and add suffixes –ation, -ous	Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families
		Add endings which sound like 'shun' spelt –tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician	
		Use the prefixes in-, im-, il-, i-r,sub-, inter-, super-, anti-, auto-	
		Spell words ending with a 'g' sound spelt 'gue' and the 'k' sound spelt '-que' e.g. rogue, tongue, antique, unique	
		Spell homophones accept/except, affect/effect, bawl/ball, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather, whether, whose/who's	
		Spell words with the 's' sounds spelt 'sc' e.g. science, scene	

YEAR 5	WTS	EXS	GDS
Sentence structure/ grammar	A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, starting to take into account audience and purpose for writing	A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing	A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing and understanding the impact on the reader (e.g. the use of short sentences to add tension or increase pace)
	A variety of sentence structures are used but may not always be controlled	Expanded phrases and clauses are used to add information or detail	Confident use of expanded phrases and clauses to add information or detail.
	Some relative clauses are starting to be used with support	Appropriate use of direct and reported speech.	Consistent appropriate use of direct and reported speech
	Usually appropriate use of direct and reported speech	Tense changes are appropriate and consistently accurate.	Tense changes are appropriate and consistently accurate
	Tense changes are usually appropriate and usually accurate.	Beginning to use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun	More confident use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing
	Use of fronted adverbials to vary sentence structure, although may not always be controlled	Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must	
Punctuation	All sentence beginning and end are demarcated appropriately.	All sentence beginning and end are demarcated appropriately.	Confident use of commas for a variety of reasons
	Starting to use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)	Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)	Confident use of accurate speech punctuation
	Inverted commas and other punctuation to indicate direct speech and is starting to use new lines for each new speaker	Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.	Growing use of brackets, dashes or commas to indicate parenthesis
		Some use of brackets, dashes or commas to indicate parenthesis	
Text structure and organisation	Writing for a range of purposes and audiences	Writing for a range of purposes and audiences	Across writing, conscious control of paragraphing helps shape the overall pieces in both narrative and non-narrative writing.
	Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related	Choose structure and organisation of text depending on audience and purpose	Use of fronted adverbials of time, place and number to link ideas across paragraphs independently through writing across the curriculum
	Characters are developed through action and description.	Story structure is well developed, using paragraphs to mark changes of time, scene, action or person	Tense choice and other devices to build cohesion within and across paragraphs independently through writing across the curriculum
	Characters are developed through action and description.	Within paragraphs, sequences of events are developed around a main sentence	Independently writing shows consistently effective use of the structure of the chosen non-narrative text type.
	In non-narrative writing, new sections/paragraphs are mostly indicated by the consistent use of sub-headings or introductory phrases.	Characters develop through descriptions of appearance, actions and direct or reported speech	Independently a widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.
	In non-narrative, connections between ideas are established and maintained	Use of fronted adverbials of time, place and number to link ideas across paragraphs	
	Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type	Tense choice and other devices to build cohesion within and across paragraphs	
		Writing shows consistently effective use of the structure of the chosen non-narrative text type.	
		A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs	
Drafting and editing	Independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text and able to suggest some areas for improvement	Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing	Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing
Effective use of language/ vocabulary	Adverbials and expanded noun phrases used to engage and inform.	Nouns and noun phrases modified by prepositional phrases to expand and develop ideas, information and description	Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning , enhance effect, add/slow pace and conjure mood
	Vocabulary choices are often adventurous.	Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience	Viewpoint is usually well controlled and convincing
	Appropriate use of technical and precise vocabulary for effect in non- narrative writing	Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc.	Precise, varied and technical vocabulary are used effectively to support the writer's purpose, clarify meaning or add interest

	Narrator's or character's viewpoint is established	Narrator's or character's viewpoint is established and controlled	
	Writing in a range of forms is lively and thoughtful, with ideas often sustained and developed in interesting ways, seeking to engage the reader.	Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece)	
	Writing shows usually appropriate adaptation of features of chosen form to meet the meet the purpose of the task or for a specific audience.		
	Writer's viewpoint is established and usually maintained		
Handwriting	Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters	Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters. However this is not always maintained when writing	Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters. However this is not always maintained when writing
	The children should be using a joined, legible style of handwriting	The children should be using a joined, legible style of handwriting	The children should be using a joined, legible style of handwriting
Spelling	Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) starting to be applied	Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied	Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied
		Spell words ending in –able and –ible, also –ably and –ibly e.g. adorable, possible, adorably, possibly	Errors are identified through proof reading and self-corrected
		Spell words containing the letter string 'ough' e.g. bought, rough, through, bough	
		Understand verb prefixes e.g. dis-, de-, mis-, over- and re-	
		Spell word endings which sound like 'shush' spelt –cious or –tious e.g. vicious, delicious, ambitious, cautious	
		Spell word endings which sound like 'shil' spelt –cial or –tial e.g. official, partial	
		Spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance	
		Spell some words with 'silent' letters e.g. knight, psalm, solemn	
		Spell some of the year 5 and 6 words correctly English Appendix 1	

YEAR 6	WTS	EXS	GDS
Sentence structure/ grammar	Variety of simple, compound and complex sentences is used, usually with some control, in order to create specific effects	Variety of simple, compound and complex sentences is controlled and choices are made to reflect formal and informal situations.	*According to audience, purpose and context, writing demonstrates assured use of:*
	Complex sentences usually secure, beginning to position clauses for effect, e.g. using embedded subordinate clauses for economy of expression	Control of complex sentences usually shows understanding of manipulation of clauses for different effects	Sentences containing more than 1 subordinate clause to elaborate and to specify relationships between idea
	Range of verbs forms (e.g. conditional and passive) used, usually accurately.	Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas	Precise vocabulary and grammatical choices including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situation
		Range of verbs forms (e.g. conditional and passive) used, mostly accurately.	
		Use of passive to affect the presentation of information in a sentence	
		Appropriate choice of tense to support whole text cohesion	
		Modal verbs and adverbs to indicate degrees of possibility, probability and certainty	
Punctuation	Some attempts to use more ambitious punctuation, however this may not be always used accurately (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity;	Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses.	A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.
	Consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and use of semi-colon within list	Range of punctuation is mostly accurately used (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and use of semi-colon within a list.	
Text structure and organisation	Writing for a range of purposes and audiences	Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.	
	Use of fronted adverbials of time, place and number to link ideas across paragraphs	Paragraphs to develop and expand some ideas, descriptions, themes and events in depth	
	Elements of dialogue, action and description are interwoven appropriately, however may not always be balanced	Relationships between paragraphs usually give clear structure and coherence to the whole story	
	Writing includes significant interaction between characters.	Elements of dialogue, action and description are interwoven appropriately	
	Secure and effective use of the chosen text type to establish context and purpose of writing.	A range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader	
	Each section/paragraph has a clear focus around which content is organised	A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis	
	Ideas are usually organised into appropriately sequenced sections or paragraphs which lead to a well-drawn conclusion.	Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing	
	Wide range of layout conventions and presentational devices used to indicate main and supporting points	In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail	
		Ideas are mostly organised into appropriately sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text	
Drafting and editing	Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing	Effective of own writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning	The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for intended effect

			Effectiveness of own writing is evaluated and edited to make assured changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Effective use of language/ vocabulary	Vocabulary choices are often imaginative and mostly used precisely	Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning	Consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations
	Writer mostly makes appropriate choices between colloquial language and formal language	Makes appropriate choices between colloquial language and standard English (match formal and informal situations)	Vocabulary is varied, precise and often ambitious
	Consistently shows appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience	In narratives descriptions of settings, characters and atmosphere is used appropriately including integration of dialogue to convey character and advance the action	A range of stylistic features contribute to the effect of the text e.g. rhetorical questions, repetition for effect, figurative language
	Conclusion may attempt to relate subject to reader or make direct appeal to reader	Effective use of well-chosen phrases e.g. adverbials, expanded noun phrases are used to engage reader and for clarity of meaning.	
	Viewpoint is usually well controlled and convincing.	Expanded noun phrases to convey complicated information concisely	
		Viewpoint is well controlled and convincing	
		Uses wider range of narrative techniques to engage the reader, e.g. use of flashback and time-shift.	
Handwriting	Handwriting is legible, fluent handwriting is usually maintained when writing at an efficient speed	Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement	Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed
	Beginning to develop a personal legible style		
	Chooses the style of handwriting that is best suited for the task		
Spelling	Full range of spelling rules and patterns, as listed in English programmes of study and Appendix 1 (y1/2 and 3/4) applied correctly and some rules and patterns for Appendix 1 applied accurately	Morphological and etymological knowledge, and the full range of spelling rules and patterns, are listed in Appendix 1 (Y5 and Y6) are applied accurately	Accurate spelling, with only occasional errors in more ambitious vocabulary
		Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter	
		Add suffixes beginning with vowel letters to words ending in –fer e.g. referring, preferred, referee, preference	
		Spell most of the year 5 and year 6 words correctly English Appendix 1	