

Working at the expected standard in Year 1				
Punctuation	Demarcating some sentences with capital letters and full stops			
	Beginning to use capital letters for names			
	Using a capital letter for the pronoun 'I'			
	Beginning to use exclamation marks			
	Beginning to use question marks			
Composition	Sequencing sentences to form a short narrative			
Grammar	Beginning to use adjectives			
	Using the co-ordinator 'and'			
	Writing correct sentences using a noun and a verb			
	Beginning to use the past tense in a narrative			
Spellings	Using s and es to form simple plurals			
	Adding suffixes -er, -est, -ing, -ed			
	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly			
	Spelling some common exception words			
Handwriting	Forming lower-case letters of 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			
	Using spacing between words			
Next steps:				

Working at the expected standard in Year 3 – Fiction

Working at the expected standard in Year 3 – Fiction			
Punctuation			
Using capital letters and full stops correctly			
And with mostly correct use of	Question marks		
	Exclamation marks		
And with some correct use of	Commas in lists		
	Apostrophes for singular possession		
	Inverted Commas (Speech marks)		
	Commas to separate clauses		
Using sentences with different forms in their writing:	Statements		
	Questions		
	Exclamations		
	Commands		
Composition			
Beginning to use paragraphs to structure a story			
Writing a narrative with a, setting, characters and plot, including some dialogue			
Beginning to use cohesive devices across paragraphs and sentences (pronouns and adverbials) e.g. today, that afternoon, yesterday, meanwhile, therefore			
Using dialogue with different verbs other than 'said'			
Grammar			
Using adverbs of manner and time to start sentences			
Using some expanded noun phrases with pre and post modifiers e.g. a small, blue coat with white spots			
Using present and past tense correctly and some use of perfect form			
Using a variety of co-ordinating conjunctions (or / and / but / so / yet)			
Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while)			
Spelling			
Segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly			
Spelling most Year 1 and 2 exception words			
Spelling some Year 3 and 4 exception words			
Spelling most contracted words			
Adding prefixes and suffixes to spell many words correctly in their writing, e.g. suffix –ment, -ness, -ful, -ly, -ion, e.g. Prefix re-, anti-, sub-, dis-, in-, im-			
Handwriting			
Beginning to use the diagonal and horizontal strokes needed to join letters in most of their writing			
Writing all letters to the correct size, orientation and relationships to one another and using spacing between words			
Next Steps:			

Working at the expected standard in Year 3 –Non – Fiction

Punctuation					
Using capital letters and full stops correctly					
And with mostly correct use of	Question marks				
	Exclamation marks				
And with some correct use of	Commas in lists				
	Apostrophes for singular possession				
	Commas to separate clauses				
Using sentences with different forms in their writing:	Statements				
	Questions				
	Exclamations				
	Commands				
Composition					
Beginning to use paragraphs to group material and/or heading/sub-headings					
Headings/Subheadings (if appropriate) and an introduction and conclusion sentence.					
Beginning to use cohesive devices across paragraphs and sentences e.g. connectives for adding detail, furthermore, additionally, moreover					
Grammar					
Using present and past tense correctly and some use of perfect form					
Using a variety of co-ordinating conjunctions (or / and / but / so / yet)					
Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while)					
Spellings					
Segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly					
Spelling most Year 1 and 2 exception words					
Spelling some Year 3 and 4 exception words					
Spelling most contracted words					
Adding prefixes and suffixes to spell many words correctly in their writing, e.g. suffix –ment, -ness, -ful, -ly, -ion, e.g. Prefix re-, anti-, sub-, dis-, in-, im-					
Handwriting					
Beginning to use the diagonal and horizontal strokes needed to join letters in most of their writing					
Writing all letters to the correct size, orientation and relationships to one another and using spacing between words					
Next steps:					

Working at the expected standard in Year 4 – Fiction

Working at the expected standard in Year 4 – Fiction			
Punctuation			
Using capital letters and full stops correctly			
And with mostly correct use of	Question marks		
	Exclamation marks		
	Commas in lists		
	Apostrophes for singular possession		
	Inverted Commas (Speech marks)		
And with some correct use of	Commas for clarity (eg After fronted adverbials and in between clauses)		
	Apostrophes for plural possession		
Composition			
Using paragraphs to organise ideas			
Writing a narrative with a clear structure, setting, characters and plot			
Using cohesive devices across paragraphs and sentences (pronouns, adverbials and nouns across sentences) e.g. sometime later, as time went by, therefore, however, moreover			
Grammar			
Using dialogue with varied verbs and adverbs e.g. 'hello,' she whispered, shyly			
Beginning to use some indirect speech in my writing e.g. he told me that			
Using adverbial phrases (time, place, manner, simile) in different positions in a sentence (fronted, embedded, at the end of a clause)			
Beginning to use prepositions (under, below) and prepositional phrases (in the sky, underneath my feet) in different parts of a sentence			
Beginning to use relative clauses			
Beginning to use an - ing clause, a subordinate conjunction or a 2A opener to start a sentence e.g. Running happily down the road, John...; Just as John Happy yet nervous, John....			
Using expanded noun phrases with pre and post modifiers and qualifiers (eg lots of, several, countless)			
Using present, past and perfect form as appropriate and correct use of first and third person			
Using a variety of co-ordinating conjunctions (FANBOYS)			
Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)			
Spelling			
Spelling most Year 3 and 4 exception words			
Spelling most contracted words			
Spelling some homophones correctly			
Adding prefixes and suffixes to spell many words correctly in their writing, e.g. suffix –ment, -ness, -ful, -ly, -ion prefix re-, anti-, sub-, dis-, in-, im-, il-, un-, mis-			
Handwriting			
Using the diagonal and horizontal strokes needed to join letters in most of their writing			
Writing all letters to the correct size, orientation and relationships to one another and using spacing between words			
Next steps:			

Working at the expected standard in Year 5 - Fiction

Working at the expected standard in Year 4 – Non-fiction

Punctuation			
Using capital letters and full stops correctly			
And with mostly correct use of	Question marks or exclamation marks		
	Commas in lists		
	Apostrophes for singular possession		
And with some correct use of	Commas for clarity (eg After fronted adverbials and in between clauses)		
	Apostrophes for plural possession		
Composition			
Using paragraphs to organise ideas			
Headings/Subheadings (if appropriate) and a clear introduction and conclusion			
Using cohesive devices across paragraphs and sentences e.g. connectives for adding detail (furthermore, moreover, in addition) and connectives for contrast (on the other hand, in contrast)			
Grammar			
Using a subordinating conjunction or fronted adverbial to start a sentence			
Using expanded noun phrases with pre and post modifiers and qualifiers (eg lots of, several, countless)			
Using present, past and perfect form as appropriate and correct use of first and third person			
Using a variety of co-ordinating conjunctions (FANBOYS)			
Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)			
Spelling			
Spelling most Year 3 and 4 exception words			
Spelling most contracted words			
Spelling some homophones correctly			
Adding prefixes and suffixes to spell many words correctly in their writing, e.g. suffix –ment, -ness, -ful, -ly, -ion, e.g. prefix re-, anti-, sub-, dis-, in-, im-, il-, un-, mis-, inter-			
Handwriting			
Using the diagonal and horizontal strokes needed to join letters in most of their writing			
Writing all letters to the correct size, orientation and relationships to one another and using spacing between words			
Next steps:			

Punctuation				
Using capital letters and full stops correctly				
And with mostly correct use of	Question marks			
	Exclamation marks			
	Commas in lists			
	Apostrophes			
	Inverted Commas (Speech marks)			
	Commas for clarity (After fronted adverbial & between clauses)			
And with some correct use of	Apostrophes for plural possession			
	Punctuation for parenthesis (dashes, commas, brackets)			
And beginning to use	Colons for lists			
	Semi-colons			
	Hyphens			
Composition				
Using paragraphs to organise ideas				
Writing narratives that use an effective ending to engage the reader				
Using cohesive devices across paragraphs and sentences (pronouns, determiners, adverbials and repetition of nouns)				
Grammar				
Using stage directions in speech (speech, verb, action) 'Stop,' he shouted, waving his stick.				
Using some indirect speech in my writing e.g. he told me that...				
Using modal verbs (Can, could, may, might, would, should etc) to indicate degrees of possibility				
Using a variety of sentence starters	Fronted adverbial (time, place, manner)			
	Expanded ing clause			
	Simile			
	2A opener			
	Expanded ed clause e.g. Determined to get home, John...			
	Subordinating conjunction			
Using expanded noun phrases with pre and post modifiers and ambitious qualifiers (several, countless, infinite, copious, an abundance of,) and prepositional phrases				
Using relative clauses accurately				
Using present, past and perfect form as appropriate ensuring the correct use of first and third person				
Using a variety of co-ordinating conjunctions (FANBOYS)				
Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)				
Beginning to include metaphors, personification and onomatopoeia				
Spelling				
Spelling most Year 3 and 4 exception words				
Spelling some Year 5 and 6 exception words				
Spelling most homophones and contracted words correctly				
Adding prefixes and suffixes to spell many words correctly in their writing, e.g. suffix –ment, -ness, -ful, -ly, -ion, -ate, -ise, -ify e.g. prefix re-, anti-, sub-, dis-, in-, im-, il-, un-, mis-, inter- de-, over-				
Handwriting				
Producing legible joined handwriting				

Next steps:

Working at the expected standard in Year 5 – Non-fiction

Punctuation				
Using capital letters and full stops correctly				
And with mostly correct use of	Question marks or exclamation marks			
	Commas in lists			
	Apostrophes			
	Commas for clarity (After fronted adverbial & between some clauses)			
	Apostrophes for plural possession			
And with some correct use of	Punctuation for parenthesis (dashes, commas, brackets)			
	Colons for lists			
And beginning to use	Semi-colons			
	Hyphens			
Composition				
Using paragraphs to organise ideas				
Maintaining a level of formality and viewpoint across a whole text				
Using cohesive devices across paragraphs and sentences (connectives for adding detail and for contrast)				
Grammar				
Using modal verbs (Can, could, may, might, would, should etc) to indicate degrees of possibility				
Using a variety of sentence starters	Fronted adverbial (time, place)			
	Expanded ing clause			
	Expanded ed clause e.g. Determined to get home, John...			
	Subordinating conjunction			
Using expanded noun phrases with pre and post modifiers and ambitious qualifiers (several, countless, infinite, copious, an abundance of,) and prepositional phrases				
Correct use of relative clauses				
Using present, past and perfect form as appropriate ensuring the correct use of first and third person				
Using a variety of co-ordinating conjunctions (FANBOYS)				
Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)				
Beginning to include metaphors, personification and onomatopoeia				
Spelling				
Spelling most Year 3 and 4 exception words				
Spelling some Year 5 and 6 exception words				
Spelling most homophones and contracted words correctly				
Adding prefixes and suffixes to spell many words correctly in their writing, e.g. suffix –ment, -ness, -ful, -ly, -ion, -ate, -ise, -ify e.g. prefix re-, anti-, sub-, dis-, in-, im-, il-, un-, mis-, inter- de-, over-				
Handwriting				
Producing legible joined handwriting				
Next steps:				

Working towards the expected standard in Year 6

using paragraphs to organise ideas				
describing settings and characters				
using some cohesive devices* within and across sentences and paragraphs				
using different verb forms mostly accurately				
using co-ordinating and subordinating conjunctions				
using mostly correctly	capital letters			
	full stops			
	question marks			
	exclamation marks			
	commas for lists			
	apostrophes for contraction			
spelling most words correctly* (year 3 and 4)				
spelling some words correctly* (year 5 and 6)				
producing legible joined handwriting.				
Next steps:				

Working at the expected standard – Year 6

creating atmosphere, and integrating dialogue to convey character and advance the action				
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly				
using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs				
using passive and modal verbs mostly appropriately				
using a wide range of clause structures, sometimes varying their position within the sentence				
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision				
using mostly correctly	inverted commas			
	commas for clarity			
	punctuation for parenthesis			
making some correct use of	semi-colons			
	dashes			
	colons			
	hyphens			
spelling most words correctly* (year 5 and 6)				
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.				
Next steps:				

Working at greater depth in Year 6

managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures				
selecting verb forms for meaning and effect				
using the full range of punctuation taught at key stage 2 mostly correctly, including				
	semi-colons to mark the boundary between independent clauses			
	colons to mark the boundary between independent clauses			
Next steps:				

Working towards the expected standard in Year 2

Demarcating some sentences with capital letters and full stops			
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly			
Spelling some common exception words			
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			
Next steps:			

Working at the expected standard in Year 2

Demarcating most sentences with:	Capital letters and full stops			
And with some use of:	Question marks			
	Exclamation marks			
Using sentences with different forms in their writing:	statements			
	Questions			
	Exclamations			
	commands			
Using some expanded noun phrases to describe and specify				
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 correctly				
Spelling many common exception words				
Spelling some words with contracted forms				
Adding suffixes to spell some words correctly in their writing e.g. <i>-ment, -ness, -ful, -less, -ly</i>				
Using the diagonal and horizontal strokes needed to join letters in some of their writing				
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				
Next steps:				

Working at a greater depth in Year 2

Using the full range of punctuation taught at key stage 1 mostly correctly, including:	Commas to separate items in a list			
	Apostrophes to mark singular possession in nouns			
Spelling most common exception words				
Spelling most words with contracted forms				
Adding suffixes to spell most words correctly in their writing e.g. <i>-ment, -ness, -ful, -less, -ly</i>				
Using the diagonal and horizontal strokes needed to join letters in most of their writing				
Next steps:				