	Writing: Sentence Structure/Grammar and Punctuation
Yr1	- Write simple sentences. - Sentence structures often draw more on characteristics of spoken language than those of written language, with repetition of pronouns and simple verbs. - To write simple compound sentences using 'and'. - Words are separated with spaces independently. - To correctly use capital letters and full stops to demarcate some sentences. - To begin to use question marks and exclamation marks to demarcate sentences. - To consistently use capital letters for the personal pronoun 'I' and begin to use capital letters for some proper nouns (e.g. days of the week, other names).
Yr2	- Uses correctly structured simple and compound sentences. - Growing variety of simple conjunctions being used: subordination (when, if, that, because) and coordination (or, and, but). - Uses a variety of sentence openings. - Mostly consistent use of the tense that is appropriate to the task. - Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command). - Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting). - Mostly uses capital letters and full stops to demarcate sentences. - To use question marks and exclamation marks, realising their effect on the reader. - To consistently use capital letters for the personal pronoun 'I' and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names). - Use commas to separate an item in a list. - Uses apostrophes to mark where letters are missing (omission) – simple common contractions. - Starting to use apostrophes to mark singular possession in nouns.
Yr3	- Uses simple and compound sentences that are grammatically correct and punctuated correctly. - Sentences with more than one clause are increasingly evident however these may remain uncontrolled. - Uses an increasing variety of sentence openings.

		• Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of). • First and third person tense are used consistently. • Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing. • Mostly uses the forms 'a' or 'an' according to whether the next word begins with consonant or vowel. • Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately. • Capital letters used accurately for proper nouns. • Apostrophe use increasingly accurate. • Usually using inverted commas to punctuate direct speech. • Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists.
Yr4		• Uses a wider mixture of grammatically accurate simple and compound sentences, extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. • Uses of a wide and varied range of sentence openings. • Noun phases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Choice of tense is accurate and consistent. • Appropriate use of pronouns to avoid repetition. • Use of 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. • Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have). • Capital letters, full stops, question marks and exclamation marks are used accurately. • Commas used after fronted adverbials. • Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas). • Apostrophes to mark singular and plural possession.
Yr5		• 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. • Expanded phrases and clauses are used to add information or detail. • Appropriate use of direct and reported speech. • Tense changes are appropriate and consistently accurate. • Beginning to use of relative clauses beginning with *who, which, where, when whose, that* or omitted relative pronoun.

		• Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must).
		• Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma).
		• Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.
		• Some use of brackets, dashes or commas to indicate parenthesis.
Yr6		• A secure and controlled use of simple, compound and complex sentences; choices are made to reflect formal and informal situations.
		• Control of complex sentences usually shows understanding of manipulation of clauses for different effects.
		• Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.
		• 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.
		• Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses.
		• Range of punctuation is mostly accurately used.

Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)		
Yr1		• Sentences are planned orally before they are written.
		• Sequenced sentences are starting to be formed based on fictional and real experiences; this may include some characteristics of narrative writing but the form may not be sustained.
		• 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).
		• Checks that their writing makes sense by re-reading and makes simple changes where suggested.
		• Uses vocabulary that is appropriate to the subject matter.
		• Some use of adjectives for description.
		• Writing refers to the context of task.
Yr2		• Narrative features are beginning to be developed in a chronological order.
		• Writes simple narratives about personal experiences and those of others, writes about real events, and writes simple poems.
		• Some characteristic features of a chosen form are beginning to be developed (e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately).

		• Simple additions, revisions and corrections to their own writing include:
		➢ Rereading to check for sense
		➢ Proof reading for errors
		• Uses grammatical vocabulary from Appendix 2 when discussing work (year 1 and year 2).
		• Uses adjectives, adverbs and expanded noun phrases to describe and specify.
		• Uses some specific vocabulary linked to the topic in non-narrative writing.
Yr3		• Plans using ideas gathered from wider reading and modelling.
		• Writing demonstrates an understanding of purpose and audience.
		• Main features of story structure are present – beginning, middle and clearly developed resolution.
		• Usually groups similar information together (starting to use paragraphs for all forms of writing).
		• 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 presentations.
		• Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.
		• Can make simple improvements to content either within their own and others' writing.
		• Deliberate uses of adventurous word choices to add detail and engage the reader e.g. (adding adverbs to add detail to verbs, using technical language appropriate to the text type).
Yr4		• The ending is developed and is of an appropriate length.
		• Uses paragraphs to organise ideas around a theme.
		• Consistent and appropriate use of the structure of the chosen non- narrative text type.
		• In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices.
		• Can 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.
		• Noun phrases, adverbs and adjectives are used to create variety and add interest.
		• Adjectives are sometimes modified for emphasis.
		• Beginning to use a wider range of powerful verbs.
		• Attempts to use technical and precise vocabulary in non-narrative writing.
		• Writer's viewpoint is established, but may not be maintained.
Yr5		• Chooses structure and organisation of text depending on audience and purpose.
		• Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.
		• Within paragraphs, sequences of events are developed around a main sentence.

	• Characters develop through descriptions of appearance, actions and direct or reported speech. • Use of fronted adverbials of time, place and number to link ideas across paragraphs. • 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. • Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing. • Nouns and noun phrases are modified by preposition phrases to expand and develop ideas, information and description. • Narrator's or character viewpoint is established and controlled. • Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. • Effective use of technical and precise vocabulary for effect (e.g. to inform, persuade, explain). • Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece).
Yr6	• Writing for a range of purposes and audiences demonstrates selection and use of suitable forms. • Paragraphs are used to develop and expand some ideas, descriptions, themes and events in depth. • Relationships between paragraphs usually gives clear structure and coherence to the whole story. • Elements of dialogue, action and description are interwoven appropriately. • A range of organisational and presentational devices, including use of columns, bullet points and tables, are used to guide the reader. • 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) are used. • Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing. • 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, contributing to the overall effectiveness and shape of the text. • Effect of own writing is evaluated. Editing ensures that appropriate changes to vocabulary, grammar and punctuation (including use of tense, subject/verb agreement and register) is used to enhance effects and clarify meaning. • Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning. • Makes appropriate choices between colloquial language and standard English (match formal and informal situations). • In narrative descriptions of settings, characters are used appropriately, including integration of dialogue to convey character and advance the action. • Effective use of well-chosen phrases (e.g. adverbials, expanded noun phrases) are used to engage reader and for clarity of meaning. • Expanded noun phrases are used to convey complicated information concisely.

	• Uses a wider range of narrative techniques to engage the reader (e.g. use of flashback and time-shift). • Viewpoint is well controlled and convincing.

Writing: Spelling and Handwriting	
Yr1	• Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. There is an increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and –est to the spelling of the root word (see National Curriculum Appendix 1). • Begins to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size). • Holds a pencil comfortably and correctly • Forms capital letters and digits 0-9 • Understands which letters belong to the handwriting 'families' and is able to practise these.
Yr2	• Spelling rules and guidance from Appendix 1 (Year 2) are usually applied accurately. • Holds a pencil comfortably and correctly. • Forms lower case letters of the correct size relative to one another. • Starts to use some of the diagonal and horizontal strokes needed to join letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Upper and lower case letters not mixed within words.
Yr3	• Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe. • Uses 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 using a joined style of handwriting.
Yr4	• Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied.
Yr5	• Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied.
Yr6	• Morphological and etymological knowledge, and the full range of spelling rules and patterns, are listed in Appendix 1 year 5 and year 6) are applied accurately.

	• 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