

		YEAR ONE		
		DEVELOPING 2	EXPECTED 4	EMBEDDED 6
Composition	Sentence Structure/ Grammar	Usually uses simple sentence structures  Sentence structure is often repeated	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	Use a mixture of simple and compound (using and) sentences independently
	Punctuation	To mostly separate words with spaces  Some evidence of using a capital letter and full-stop to demarcate a sentence and for the personal pronoun I (although this may not be consistent)	To separate words with spaces  Beginning to <b>use capital letters and full stops to demarcate some sentences.</b>  To begin to <b>use question marks and exclamation marks to demarcate sentences</b>  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)	Words are separated with spaces independently  To begin to use capital letters and full stops to demarcate some sentences independently  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 for some proper nouns (e.g. days of the week, other names) independently
	Text Structure and Organisation	Some evidence of simple structure e.g. can sequence events.  Attempts to retell elements from familiar stories or write own simple story ideas.  Writing communicates meaning without mediation.  Orally plans sentences before they are written Starting to check writing makes sense through discussion with an adult or peer.	Sentences planned orally before they are written.  <b>Sequence sentences to form short narratives based on fictional and real experiences</b> , 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)	Sentences planned orally before they are written.  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.  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)
	Drafting and Editing	Writing is read out loud to check writing makes sense and changes made with support	<b>Checks that their writing makes sense by rereading</b> and makes simple changes where 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.  Mostly draws on characteristics of spoken language rather than written language.  Usually shows some awareness of the purpose of the writing.	Uses vocabulary which is appropriate to the subject matter.  Some use of adjectives for description  Writing refers to the context of task.	Uses vocabulary which is appropriate to the subject matter independently  Some use of adjectives for description independently

		YEAR ONE		
		DEVELOPING 2	EXPECTED 4	EMBEDDED 6
Transcription	Spelling	Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with NC appendix 1)	<p><b>Most words containing previously taught phonemes</b>, GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding –ing, -ed, -er and –est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>Names the letters of the alphabet in order</p>	Beginning to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix 1)
	Handwriting	<p><b>Letters are usually clearly shaped and correctly orientated.</b></p> <p>Mostly writes with spaces between words.</p>	<p><b>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place</b> (may be inconsistencies in orientation and size)</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9 a</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>	<p>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size) with more consistency</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>

		YEAR TWO		
		DEVELOPING 8	EXPECTED 10	EMBEDDED 12
Composition	Sentence Structure/ Grammar	<p>Some variation in sentence structure – simple and compound (a greater range of conjunctions)</p> <p>Some sentences are extended</p> <p>Sentences are linked through conjunctions other than ‘and e.g. but, so</p> <p>Starting to consistently use tense appropriate to the task</p> <p>Beginning to recognise how the grammatical pattern of a sentence matches its purpose (statement, exclamation or command)</p>	<p>Uses correctly structured simple and compound sentences.</p> <p>Growing variety of simple conjunctions being used <b>-Subordination (when, if, that, because) and coordination (or, and, but)**</b></p> <p>Uses a variety of sentence beginnings</p> <p><b>Mostly consistent use of the tense that is appropriate to the task**</b></p> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)*</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>	<p><b>Confident and consistent use of :</b></p> <p>-simple and compound sentences.</p> <p>- Use a growing variety of simple conjunctions –Subordination (when, if, that, because) and coordination (or, and, but).</p> <p>- uses a variety of sentence beginning</p> <p>- consistent use of the tense that is appropriate to the task.</p> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>
	Punctuation	<p>Sentences are usually demarcated by capital letters and full stops*</p> <p>To use capital letters for names and personal pronoun I independently</p> <p>Beginning to use question marks and exclamation marks, realising their effect on the reader</p> <p>Some use of commas to separate items in a list</p> <p>Some attempt at use of apostrophe for contraction and singular possession</p>	<p><b>Uses capital letters and full stops to demarcate sentences.**</b></p> <p><b>Uses question marks and exclamation marks</b>, realising their effect on the reader</p> <p>To consistently use capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p> <p><b>Use commas to separate an item in a list</b></p> <p>Uses apostrophes to mark where letters are missing (omission) – simple common contractions</p> <p>Starting to use apostrophes to mark singular possession in nouns</p>	<p><b>Confident and consistent use of:</b></p> <p>- Capital letters and full stops to demarcate sentences question marks and exclamation marks, realising their effect on the reader,</p> <p>- Capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p> <p>- Commas to separate an item in a list</p> <p>- Apostrophes to mark where letters are missing (omission) – simple common contractions</p> <p>- Apostrophes to mark singular possession in nouns</p>
	Text Structure and Organisation	<p><b>Ideas are developed in a sequence of sentences</b></p> <p><b>Communicates meaning using a narrative form with some consistency.</b></p> <p>Organisation reflects the purpose of the writing.</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poetry</p> <p>Beginning to use some of the characteristics of non-narrative form to communicate meaning</p> <p>Organisation reflects the purpose of the writing</p>	<p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems</p> <p>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</p>	<p>Able to clearly structure a narrative, without prompts or guidance</p> <p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order, with appropriate balance e.g. a more rounded resolution</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems</p> <p>Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a balanced sequence of events, in non-narrative sections of writing sequenced appropriately with expansion of ideas within sections. Ideas are linked together to provide more details</p>
	Drafting and Editing	<p>Writing is checked and with prompting is able to make some improvements to spelling, punctuation and grammar.</p>	<p><b>Simple additions, revisions and corrections to their own writing including:</b></p> <ul style="list-style-type: none"> <li>- Rereading to check for sense</li> <li>- Proof reading for errors</li> </ul> <p>Uses grammatical vocab from appendix 2 when discussing work (Y1/2)</p>	<p>Evaluation of the effectiveness of their writing, leads to children making changes without being prompted.</p>

		YEAR TWO		
		DEVELOPING 8	EXPECTED 10	EMBEDDED 12
Transcription	Effective use of language/ Vocabulary	Use of adjectives and some uses some expanded noun phrases for description	Adjectives, adverbs and expanded noun phrases to describe and specify**  Uses some specific vocabulary linked to the topic in non-narrative writing	Adjectives, adverbs and expanded noun phrases to describe and specify (including use of vocabulary drawn from wider reading)  Uses some specific vocabulary linked to the topic in non-narrative writing  Communicates meaning in a way that is lively and generally holds the interest of the reader.
	Spelling	Spelling rules and guidance from Appendix1 year 2 are beginning to be applied accurately  Segmenting spoken words into phonemes and representing these by graphemes spelling some correctly*  Spelling some common exception words (see Appendix 1)*	Spelling rules and guidance from Appendix1 year 2 are usually applied accurately including <b>many common exception words and some words with contractions.**</b>	Spelling rules and guidance from Appendix1 year 2 are applied accurately including accurate application of phonics knowledge and skills to attempt more complex words
	Handwriting	Holds a pencil comfortably and correctly Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place*  Capital letters and digits 0-9 are mostly formed and orientated accurately  Some consistency in the size and spacing of digits and letters is maintained throughout the writing*  Uses word processing skills to present own stories	Holds a pencil comfortably and correctly  Form lower case letters of the correct size relative to one another  Uses some of the diagonal and horizontal strokes needed to join letters**  <b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**</b>  Upper and lower case letters not mixed within words and uses spacing between words that reflects the size of the letters.**	Starting to join letters in an appropriate cursive style

## YEAR THREE

		DEVELOPING 14	EXPECTED 16	EMBEDDED 18
Composition	Sentence Structure/ Grammar	<p>Usually uses simple and compound sentences with some attempt to form complex sentences, which may be uncontrolled.</p> <p>Uses a variety of sentences with different functions – punctuated correctly</p> <p>Uses range of simple conjunctions, e.g. and, then, but, so, because.</p> <p>Beginning to use pronouns to avoid repetition.</p> <p>Uses ways other than the subject to begin sentences.</p> <p>Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly</p> <p>Sentences with more than one clause are increasing evident, however these may remain uncontrolled.</p> <p>Uses an increasing variety of sentence openings.</p> <p>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)</p> <p>First and third person and tense are used consistently.</p> <p><b>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</b></p> <p><b>Mostly uses the forms a or an according to whether next word begins with consonant or vowel</b></p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly confidently and independently</p> <p>Independently writing sentences with more than one clause, although these may remain uncontrolled</p> <p>Confidently using an increasing variety of sentence openings</p> <p>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) with increasing confidence and independence</p> <p>First and third person and tense are used consistently and confidently</p> <p>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</p> <p>There is subject verb agreement</p>
	Punctuation	<p>Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences.</p> <p>Capital letters increasingly and mostly accurate for proper nouns.</p> <p>Apostrophes for common contractions and singular possession nouns mostly accurate</p> <p>Beginning to use inverted commas to punctuate direct speech, however this may be inconsistent</p> <p>Commas used in lists used correctly</p>	<p>Punctuation to mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately.</p> <p>Capital letters used accurately for proper nouns</p> <p>Apostrophe use increasingly accurate</p> <p>Usually using inverted commas to punctuate direct speech,</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>	<p>Use of common punctuation taught is used accurate and independently at the point of writing.</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>
	Text Structure and Organisation	<p>Uses scaffolding and support to aid planning</p> <p>Although the writing demonstrates an understanding of purpose and audience, this may not be sustained through the whole piece.</p> <p>Stories are written with a beginning, middle and simple ending (creates characters and setting), although there should be appropriate balance.</p> <p>A simple sequence of events which are generally related to each other, though not necessarily well paced.</p> <p>Uses simple overall structure of the chosen non-fiction text type and <b>includes brief introduction or concluding sentence.</b></p>	<p>Plans using ideas gathered from wider reading and modelling.</p> <p>Writing demonstrates an understanding of purpose and audience</p> <p>Main features of story structure are present – beginning, middle and clearly developed resolution</p> <p><b>Usually groups similar information together (starting to use paragraphs for all forms of writing).</b></p> <p>Simple overall structure of the chosen non-narrative text type is usually used appropriately.</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations</p>	<p>Clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience</p> <p>Children are able to make choices about the form their writing should take without the need for scaffolds.</p> <p>Showing more confidence in grouping ideas together to form paragraphs</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations independently</p>
	Drafting and Editing	<p>To proof read to check for errors in spelling, grammar and punctuation. With support can make simple improvements for contents either within their own</p>	<p>To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</p> <p>Can make simple improvements for content either within their own and others' writing</p>	<p>To proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy.</p> <p>Can make simple improvements for contents either within their own writing with confidence</p>

## YEAR THREE

		DEVELOPING 14	EXPECTED 16	EMBEDDED 18
<b>Transcription</b>	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,  Using technical language appropriate to the text type	Writing shows conscious word choices around adverbs and prepositions for particular effect
	Spelling	Spelling rules and guidance from Appendix 1 year 2 are applied accurately. Starting to use taught spelling rules from appendix 1 (year 3 and 4)	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.
	Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined  The children should be moving towards a joined style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left not joined  The children should be using a joined style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined  The children should be using towards a joined, legible style of handwriting.

## YEAR FOUR

		DEVELOPING 20	EXPECTED 22	EMBEDDED 24
Composition	Sentence Structure/ Grammar	<p>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</p> <p>Use of a range of sentence openings</p> <p>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</p> <p>The same tense is sustained throughout the writing. Simple present tense is used in dialogue</p> <p>Starting to use appropriate use of pronouns to avoid repetition.</p> <p>Starting to use fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. should have, would have)</p>	<p>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</p> <p>Use of a wide and varied range of sentence openings</p> <p>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</p> <p>Choice of tense is accurate and consistent.</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p><b>Use of fronted adverbials</b> (e.g. later that day, I heard the bad news)</p> <p><b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b></p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>	<p>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</p> <p>Use of a wide and varied range of sentence openings independently</p> <p>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</p> <p>Choice of tense is accurate and consistent through writing across the curriculum</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p>Competent use of fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>
	Punctuation	<p>Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing</p> <p>Starting to show an awareness of the need for a comma after fronted adverbials</p> <p>Inverted commas are used to indicate beginning and end of direct speech</p> <p>Apostrophes for singular possession accurate, starting to use apostrophes for plural possession</p>	<p>Capital letters, full stops, question marks and exclamation marks are used accurately.</p> <p>Commas used after fronted adverbials</p> <p><b>Inverted commas and other punctuation to indicate direct speech</b> (e.g. a comma after reporting a clause, end punctuation within inverted commas)</p> <p>Apostrophes to mark singular and plural possession</p>	<p>Capital letters, full stops, question marks and exclamation marks are used accurately through writing across the curriculum independently</p> <p>Commas used after fronted adverbials independently</p> <p>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</p> <p>Apostrophes to mark singular and plural possession independently</p>
	Text Structure and Organisation	<p>Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot.</p> <p>Usually uses of paragraphs to organise ideas around a theme</p> <p>Mostly consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>	<p><b>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</b></p> <p>The ending is developed and of an appropriate length.</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>	<p>Stories structure is well developed and the well-paced.</p> <p>Effective use of paragraphing adds cohesion and aid the reader</p> <p>Demonstrate the ability to plan and structure non-narrative texts appropriately without the use of model</p>

		YEAR FOUR		
		DEVELOPING 20	EXPECTED 22	EMBEDDED 24
	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, <b>proof-read and amend their own writing</b> , 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	<p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Starting to use noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are beginning to be modified for emphasis.</p> <p>Beginning to use a range of powerful verbs.</p> <p>Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.</p>	<p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Beginning to use a wider range of powerful verbs.</p> <p>Attempts to use technical and precise vocabulary in non-narrative writing</p> <p>Writer's viewpoint is established, but may not be maintained.</p>	<p><b>Confidently and independently through writing across the curriculum:</b></p> <p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Beginning to use a wider range of powerful verbs.</p> <p>Attempts to use technical and precise vocabulary in non-narrative writing</p> <p>Writer's viewpoint is established, but may not be maintained.</p>
Transcription	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	<p>Spelling rules and guidance from English Appendix 1 (yea 3 and 4) applied</p> <p>Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families</p>
	Handwriting	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>