

Working towards the expected standard		A	B	C	D	E	F	G	H
The pupil can:									
To write for a range of purposes.									
Using paragraphs to organise ideas.									
In narratives describe settings and characters.									
In non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>)									
Using mostly correct:	Capital Letters								
	Full Stops								
	Question Marks								
	Commas for lists								
	Apostrophes for contractions								
Spelling most words correctly (year 3 and 4)									
Spelling some words correctly (year 5 and 6)									
Producing legible handwriting									
Working at the expected standard									
The pupil can:									
Write effectively for a range of purposes and audience, selecting language and shows good awareness of the reader (<i>e.g. the use of first person in a diary, direct address in instructions and persuasive writing</i>).									
In narratives, describe settings, characters and atmosphere.									
Integrate dialogue to convey character and advance the action									
Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>e.g. contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modals to suggest degrees of possibility</i>).									
Using a range of devices to build cohesion within and across paragraphs. <i>Adverbials of time and place, conjunctions, pronouns and synonyms</i>									
Use verb tenses consistently and correctly throughout their writing.									
To use:	Adverbs								
	Prepositional phrases								
	Expanded noun phrases								
	A wide range of clauses structures that vary the position within the sentence.								
Use the range of punctuation taught at Key Stage 2 mostly correct: (Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.)	Inverted commas								
	Commas for clarity								
	Comma after a fronted adverbial								
	Punctuation for parenthesis () - ,								
	Semi-colons	Independent clauses							
		To separate items in a list							
	Dashes								
	Colons	To introduce a list							
		Independent clauses							
	Hyphens								
Spelling most words correctly (years 5 and 6)									
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.									
Maintaining legibility in joined handwriting when writing at speed.									
Working at greater depth									
The pupil can:									
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>e.g. literary language, characterisation, structure</i>)									
Distinguish between the language of speech and writing and choose the appropriate register.									
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.									
Use the full range of punctuation taught at Key Stage 2 correctly (<i>e.g. semi-colons, dashes, colons, hyphens</i>) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									

Working towards the expected standard		A	B	C	D	E	F	G	H
The pupil can:									
To write for a range of purposes.									
Using paragraphs to organise ideas.									
In narratives Describe settings and characters.									
In non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>)									
Using mostly correct:	Capital Letters								
	Full Stops								
	Question Marks								
	Commas for lists								
	Apostrophes for contractions								
Spelling most words correctly (year 3 and 4)									
Spelling some words correctly (year 5 and 6)									
Producing legible handwriting									
Working at the expected standard									
The pupil can:									
Write effectively for a range of purposes and audience, selecting language and shows good awareness of the reader (<i>e.g. the use of first person in a diary, direct address in instructions and persuasive writing</i>).									
In narratives, describe settings, characters and atmosphere.									
Integrate dialogue to convey character and advance the action									
Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>e.g. contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modals to suggest degrees of possibility</i>).									
Using a range of devices to build cohesion within and across paragraphs. <i>Adverbials of time and place, conjunctions, pronouns and synonyms</i>									
Use verb tenses consistently and correctly throughout their writing.									
To use:	Adverbs								
	Prepositional phrases								
	Expanded noun phrases								
	A wide range of clauses structures that vary the position within the sentence.								
Use the range of punctuation taught at Key Stage 2 mostly correct: (Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.)	Inverted commas								
	Commas for clarity								
	Comma after a fronted adverbial								
	Punctuation for parenthesis () - ,								
	Semi-colons	Independent clauses							
		To separate items in a list							
	Dashes								
	Colons	To introduce a list							
		Independent clauses							
	Hyphens								
Spelling most words correctly (years 5 and 6)									
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.									
Maintaining legibility in joined handwriting when writing at speed.									
Working at greater depth									
The pupil can:									
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>e.g. literary language, characterisation, structure</i>)									
Distinguish between the language of speech and writing and choose the appropriate register.									
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.									
Use the full range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									

Working towards the expected standard		A	B	C	D	E	F	G	H
The pupil can:									
To write for a range of purposes.									
Using paragraphs to organise ideas.									
In narratives Describe settings and characters.									
In non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>)									
Using mostly correct:	Capital Letters								
	Full Stops								
	Question Marks								
	Commas for lists								
	Apostrophes for contractions								
Spelling most words correctly (year 3 and 4)									
Spelling some words correctly (year 5 and 6)									
Producing legible handwriting									
Working at the expected standard									
The pupil can:									
Write effectively for a range of purposes and audience, selecting language and shows good awareness of the reader (<i>e.g. the use of first person in a diary, direct address in instructions and persuasive writing</i>).									
In narratives, describe settings, characters and atmosphere.									
Integrate dialogue to convey character and advance the action									
Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>e.g. contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modals to suggest degrees of possibility</i>).									
Using a range of devices to build cohesion within and across paragraphs. <i>Adverbials of time and place, conjunctions, pronouns and synonyms</i>									
Use verb tenses consistently and correctly throughout their writing.									
To use:	Adverbs								
	Prepositional phrases								
	Expanded noun phrases								
	A wide range of clauses structures that vary the position within the sentence.								
Use the range of punctuation taught at Key Stage 2 mostly correct: (Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.)	Inverted commas								
	Commas for clarity								
	Comma after a fronted adverbial								
	Punctuation for parenthesis () - ,								
	Semi-colons	Independent clauses							
		To separate items in a list							
	Dashes								
	Colons	To introduce a list							
		Independent clauses							
	Hyphens								
Spelling most words correctly (years 5 and 6)									
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.									
Maintaining legibility in joined handwriting when writing at speed.									
Working at greater depth									
The pupil can:									
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>e.g. literary language, characterisation, structure</i>)									
Distinguish between the language of speech and writing and choose the appropriate register.									
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.									
Use the full range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.									