



Expectations
WRITING
Year 1-6

Year 1 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9. 	<ul style="list-style-type: none"> I form lower case letters in the correct direction, starting and finishing in the right place. (<i>cursive- kicks and flicks</i>) 	<ul style="list-style-type: none"> I name the letters of the alphabet in order. I form capital letters.
Spelling	<ul style="list-style-type: none"> I spell unknown words using my phonemes (sounds). (<i>phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend</i>) 	<ul style="list-style-type: none"> I write from memory simple dictated sentences including the words taught so far. 	<ul style="list-style-type: none"> I use letter names to show alternative spellings of the same phonemes. I spell word that use suffixes for plurals or third person. (<i>E.g.: adding s/es- box, fox, fix, pencil, pen</i>) I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.
Composition	<ul style="list-style-type: none"> I say a sentence out loud before I write it down. (<i>Hold a sentence</i>) 	<ul style="list-style-type: none"> I can plan my writing by saying what I am going to write about. (<i>build a sentence</i>) I can read my own writing aloud so it can be heard by others and to check for sense. (<i>'Oops, I forgot to put a capital letter after that full stop.'</i>; <i>'I used my sounds to help me spell that long word.'</i>) 	<ul style="list-style-type: none"> I sequence sentences to form short narratives. (<i>Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home</i>) I use sequence sentences in chronological order to recount an event /experience. (<i>Basic adverbials for when- First, Then, Next, After that</i>)
Grammar	<ul style="list-style-type: none"> I use the personal pronoun 'I' 	<ul style="list-style-type: none"> I use 'and' to join ideas within a sentence. (<i>'I went to the park and played on the swing.'</i>) 	<ul style="list-style-type: none"> I may attempt to use other conjunctions. I make sure that word choices are relevant to the context and I use word banks to support this. I begin to use adjectives to add detail to my sentences.
Punctuation	<ul style="list-style-type: none"> I leave spaces between words. I am starting to use full stops and capital letters. 	<ul style="list-style-type: none"> I begin to use other punctuation such as exclamation and question marks. I use a full stop accurately. I use a capital letter for the start of a sentence. 	<ul style="list-style-type: none"> I use capital letters for the names of people, places and days of the week. (<i>Aa</i>)

Greater Depth
YEAR 1 WRITING

Transcription	Composition	Drafting, Editing and Proof Reading
<ul style="list-style-type: none">• My sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate.• I am consistent with the use of capital letters for the pronoun 'I' and for proper nouns.• I use taught spelling rules and patterns independently and accurately.• My letters are correctly formed and oriented and start and finish in the correct place.	<ul style="list-style-type: none">• In narrative writing, I use structures and language from familiar stories effectively and accurately.• In non-narrative recounts, my events are related with some detail and may also include a personal comment.• My writing demonstrates a growing understanding of different text types dependent on classroom experiences.• I include words which are carefully chosen and vocabulary from word banks and from stories I have read or have had read to me.	<ul style="list-style-type: none">• I make changes to my writing following re-reading and reflection.

Year 2 WRITING

Aspect	Autumn	Spring	Summer
Hand writing	<ul style="list-style-type: none"> I form lower case letters of the correct size relative to one another. I write capital letters (and digits) of the correct size/orientation to one another. 	<ul style="list-style-type: none"> I use spacing between words that reflects the size of the letters. I use some of the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> I understand which letters, when adjacent to one another, are best left unjoined.
Spelling	<ul style="list-style-type: none"> I segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yestrday, exsighting, speshal, diffrent)</i> I can spell some common exception words. 	<ul style="list-style-type: none"> I am beginning to use apostrophes for some common contractions. I spell longer words using suffixes such as <i>ment, ness, ful, less, ly</i> <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i> I can spell many common exception words. 	<ul style="list-style-type: none"> I use apostrophes for the most common contracted words. <i>(e.g. don't, won't, I'll, I'm, won't)</i> I spell words with different spellings <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</i> I can identify and apply my knowledge of homophones/ near homophones <i>(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</i> I can spell most common exception words.
Compos ition	<ul style="list-style-type: none"> I develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)</i> 	<ul style="list-style-type: none"> I plan and discuss the content of my writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)</i> I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. <i>(Re-reading to check for sense; verbs used correctly e.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sitting and ate')</i> I write, from memory, simple dictated sentences. 	<ul style="list-style-type: none"> I proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i> I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.
Grammar	<ul style="list-style-type: none"> I use co-ordination (using <i>or, and, or but</i>) <i>(You remembered your book bag but forgot your packed lunch.)</i> I use expanded noun phrases to describe, expand and specify. <i>(the delicate, blue butterfly flew off into the humid, summer sky')</i> I am beginning to use different sentence types. (statements and questions) 	<ul style="list-style-type: none"> I use subordination (using <i>when, if, that or because</i>). <i>(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later. My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</i> I use different sentence types (statements, questions, commands and exclamations) 	<ul style="list-style-type: none"> I use sentences with different forms across a range of writing: statements, questions, exclamations and commands. <i>(The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'Beware... whirlwinds can kill!' Sift the flour and mix the other ingredients')</i> I use present and past tenses correctly and consistently including the progressive form. <i>(Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming')</i> I use adjectives, adverbs and expanded noun phrases to add detail and specify.
Punctua tion	<ul style="list-style-type: none"> I use full stops and capital letters- most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i> I use capital letters for the personal pronoun I and for most proper nouns. 	<ul style="list-style-type: none"> I mostly use exclamation and question marks accurately to demarcate sentences. 	<ul style="list-style-type: none"> I begin to use commas to separate items in a list. I sometimes use apostrophes for singular possession.

**Greater Depth
YEAR 2 WRITING**

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • I am confident and consistent in my use of: <ul style="list-style-type: none"> ○ capital letters and appropriate end marks to demarcate sentences; ○ capital letters for the personal pronoun I and for proper nouns; ○ commas used to separate items in a list; ○ apostrophes to mark contractions; ○ apostrophes for singular possession. • I apply spelling rules and patterns from Year 2 accurately with spelling strategies used to attempt more ambitious words. • My capital letters and lower case letters are correctly sized and oriented and most letters are joined. 	<ul style="list-style-type: none"> • My narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a better-rounded ending which relate to events in the text. • My non- narrative texts are sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence. • I sustain the writing of longer texts, showing increasing stamina and I am able to consistently engage the reader. 	<ul style="list-style-type: none"> • I am confident and consistent in my use of: <ul style="list-style-type: none"> ○ simple, compound and complex sentences; ○ a widening variety of conjunctions that add information and expand ideas; ○ different sentence types appropriate for their purpose which add impact; ○ past and present tenses, including the progressive forms. • My word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately. • I add detail by using expanded noun phrases using adjectives, prepositional phrases and sometimes similes. • I use adverbials to sequence my writing and occasionally to show a change in setting. 	<ul style="list-style-type: none"> • My writing is re-read and its effectiveness evaluated independently. • Changes are made to improve the impact of my writing. • My proof reading is careful and inaccuracies are corrected, mostly independently.

Year 3 WRITING

<i>Aspect</i>	Autumn	Spring	Summer
Hand writing	<ul style="list-style-type: none"> I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left unjoined. I use the diagonal and horizontal strokes that are needed to join letters. 		
Spelling	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>from nouns using super, anti, auto</i>) 	<ul style="list-style-type: none"> I spell correctly word families based on common words. (<i>solve, solution, solver</i>) I identify the root word in longer words. I spell some identified commonly misspelt words from the Year 3 and 4-word list. 	<ul style="list-style-type: none"> I recognise and spell additional homophones. (<i>he'll/heel/heal</i>) I make comparisons from a word already known to apply to an unfamiliar word.
Composition	<ul style="list-style-type: none"> I write a non-narrative using simple organisational devices such as headings and sub-headings. In narrative writing, I develop resolutions and endings. 	<ul style="list-style-type: none"> I make improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>) I look at and discuss different models of writing, taking account of purpose and audience. I plan my writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>) I write a narrative with a clear structure, setting, characters and plot. I suggest improvement to my writing through assessing the writing with peers and through self-assessment. 	<ul style="list-style-type: none"> I identify structure; grammatical features and use of vocabulary in texts. I compose sentences using a wider range of structures linked to the grammar objectives. (<i>e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i>) I begin to organise paragraphs around a theme. (<i>Supported by planning then moving to independence</i>)
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>) I recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car) I correctly use verbs in the 1st, 2nd and 3rd person. 	<ul style="list-style-type: none"> I use the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>He has worked hard</i>) I understand the purpose of, and use, adverbs. I use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so before, after, during, in, because of</i>) 	<ul style="list-style-type: none"> Word choices are adventurous and carefully selected to add detail and to engage the reader. Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials.
Punctuation	<ul style="list-style-type: none"> I begin to use inverted commas for some direct speech punctuation. 	<ul style="list-style-type: none"> I use apostrophes for possession with increasing accuracy including plural possession. 	<ul style="list-style-type: none"> Commas are sometimes used to mark clause and phrases.

Greater Depth**YEAR 3 WRITING**

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none">• I often use commas to mark phrases and clauses.• I use spelling rules and patterns from Year 3/4 accurately, including exceptions to rules.• I use diagonal and horizontal strokes to join letters as appropriate.	<ul style="list-style-type: none">• The purpose and audience for my writing are established and sustained throughout the text.• In my non-narrative writing, simple devices including headings and sub-headings are selected independently to guide the reader.	<ul style="list-style-type: none">• I use simple, compound and complex sentences accurately and confidently to add to the flow of my writing.• My sentence openings are varied and chosen effectively.• I use conjunctions, adverbs and prepositions to sequence and to express place and cause confidently.• I choose my vocabulary deliberately to create effects, including the accurate use of technical or specific words.• I use adverbials and other added detail to build a picture for the reader.	<ul style="list-style-type: none">• I plan my writing independently.• I proof read my writing to check for inaccuracies in spelling, grammar and punctuation.• I make improvements and changes following discussion and reflection with growing confidence.

Year 4 WRITING

<i>Aspect</i>	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left un-joined. <i>b/p/s/x</i> 	<ul style="list-style-type: none"> I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	
Spelling	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>-ation, ous, ion, ian</i>) I use plural <i>-s</i> and possessive <i>-s</i> correctly. (The girls were playing football. The girls' football boots. The girl's football boots.) 	<ul style="list-style-type: none"> I recognise and spell additional homophones. (<i>accept/except; whose/who's; whether/weather; peace/piece; medal/meddle</i>) I spell most words from the Year 3 and 4 word list correctly.
Composition	<ul style="list-style-type: none"> I write from memory simple dictated sentences that include words and punctuation taught. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. 	<ul style="list-style-type: none"> I write a narrative with a clear structure, setting, characters and plot. I include key vocabulary and grammar choices that link to the style of writing. (e.g.: <i>Scientific words/ historical words/ words that fit with the context such as science fiction</i>) 	<ul style="list-style-type: none"> I begin to open paragraphs with topic sentences and organise them around a theme. (<i>Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them</i>). My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause- through use of conjunctions. (<i>use of a wider range of conjunctions, such as, although, however, despite, as well as: 'We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.'</i>) I use the correct article 'a' or 'an'. My sentences are often opened in different ways to create effects. 	<ul style="list-style-type: none"> I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive). I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. the accurate use of pronouns in sentences/accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of proberbly is wrong). I use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping', 'As the sun went down, despite the dark clouds') 	<ul style="list-style-type: none"> I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.') I use adjectival phrases ('biting cold wind') I use adverbs and prepositions to express time, place and cause. I use connecting adverbs to link paragraphs. I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of hes)
Punctuation	<ul style="list-style-type: none"> All my sentences are correctly demarcated. 	<ul style="list-style-type: none"> I use the apostrophe for omission and plural possession. - (<i>women's rights, children's cloakroom</i>) I secure the use of punctuation in direct speech, including a comma after the reporting clause. (The conductor shouted, "Sit down!") 	<ul style="list-style-type: none"> I almost always use commas for fronted adverbials. I use commas to mark clauses.

Greater Depth
YEAR 4 WRITING

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • I use inverted commas, punctuation within them, and comma for the reporting clause accurately. 	<ul style="list-style-type: none"> • My characters are developed through using their actions, speech and reactions. • My non-narrative texts inform the reader effectively, giving sufficient relevant background information. • My paragraphs are well-structured, aid cohesion and guide the reader through the text. 	<ul style="list-style-type: none"> • I use a range of sentences types confidently and appropriately according to the text type, purpose and audience. • My sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials. • I use pronouns to avoid repetition and to support cohesion across the text. • I add carefully thought-out detail with noun phrases, which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases. • I choose my words deliberately and carefully, including specific and technical vocabulary. 	<ul style="list-style-type: none"> • I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact. • The process of my editing is focused on impact and effect. • My writing is proof read independently for accuracy and amendments made accordingly.

Year 5 WRITING

<i>Aspect</i>	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters I choose the writing implement that is best suited for a task. (e.g. quick notes, letters). 	<ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed. 	
Spelling	<ul style="list-style-type: none"> I form verbs with prefixes, e.g., dis, de, mis, over and re. I use the first three or four letters of a word to check spelling, meaning or both in a dictionary. 	<ul style="list-style-type: none"> I spell most words with 'silent' letter. (e.g. knight, psalm, solemn) I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle) 	<ul style="list-style-type: none"> I can spell many words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)
Composition	<ul style="list-style-type: none"> My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade. I consistently organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (Paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail) 	<ul style="list-style-type: none"> I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)) I develop characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). I add well-chosen detail to interest the reader. (Expanded noun phrases- 'the small playground with the horizontal climbing wall.....; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...'). 	<ul style="list-style-type: none"> My settings are used to not only create atmosphere, but also to indicate a change. Models from my reading are often used or integrated into my writing. I manage shifts in time and place effectively and guide the reader through my text. I link ideas across paragraphs by using adverbials of time, place and number.
Grammar	<ul style="list-style-type: none"> I ensure the correct and consistent use of tense throughout a piece of writing. I start sentences in different ways, judging the impact or effect needed. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials for time- Later, When the, As the dawn broke,) (Place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,) I can add phrases to make my writing more precise and detailed. I use a thesaurus for alternative word choices. 	<ul style="list-style-type: none"> I use stylistic devices to create effects in writing. (simile, metaphor, personification) I use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...) I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence) I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I link clauses in sentences using a range of coordinating and subordinating conjunctions. 	<ul style="list-style-type: none"> I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) I choose words for deliberate effect and I use them thoughtfully and with precision. I use pronouns to avoid repetition.
Punctuation	<ul style="list-style-type: none"> I use some commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> I use colons to introduce a list. I use inverted commas and other punctuation to accurately indicate direct speech. 	<ul style="list-style-type: none"> I am beginning to use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about to charge).

Greater Depth**YEAR 5 WRITING**

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none">• I use commas accurately to clarify meaning and avoid ambiguity.• I may use a colon or semi-colon to link separate clauses.• I use brackets, dashes or commas to indicate parenthesis.	<ul style="list-style-type: none">• When writing for a range of audiences and purposes, to inform, persuade or entertain, my writing is manipulated to create impact and to engage the reader.• The dialogue I create between characters develops the reader's understanding of my characters.• I attempt to use hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.• My Standard English is consistent and level of formality appropriate for the text.	<ul style="list-style-type: none">• I use expanded phrases and clauses to add information or detail appropriate to the purpose and audience, including relative clauses.• My words are carefully and deliberately selected and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood.• My paragraphs are clearly constructed and help to guide the reader through the text.• In narrative writing, my paragraphs support the plot structure and clearly signal changes in time, place and events.	<ul style="list-style-type: none">• I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.• My writing is proof read independently for accuracy and amendments made.• During the editing process, I will sometime re-order sentences if I feel it impacts on the reader.

Year 6 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I produce legible joined writing and develop my own personal fluent joined handwriting style. (<i>join/not join specific letters- loops</i>) 		
Spelling	<ul style="list-style-type: none"> I use a range of spelling strategies not just spelling phonetically. I use a dictionary to check spelling/meaning. I proof read and edit my work to check for spelling and punctuation errors. (<i>Year 3 and 4 and year 5/6 word lists</i>) 	<ul style="list-style-type: none"> I change verbs into nouns by adding suffixes. (<i>tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment</i>) I ensure I use the correct homophone. (<i>see year 5/6 homophone list</i>) 	<ul style="list-style-type: none"> I can spell most of words that appear in the Year 5/6 list.
Composition	<ul style="list-style-type: none"> I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. I add detail to my writing by using expanded noun phrases to add precision, detail and qualification. I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. (<i>TIP TOP/PEE</i>) 	<ul style="list-style-type: none"> I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (<i>choose the appropriate form and register/ structure/ layout</i>) I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description. I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) 	<ul style="list-style-type: none"> My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.
Grammar	<ul style="list-style-type: none"> I use the correct tense throughout a piece of writing. I use modal verbs mostly appropriately to suggest degrees of possibility. (<i>could, would, might</i>) I add precision, detail and qualification using prepositional phrases and adverbs. I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect. 	<ul style="list-style-type: none"> I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. (<i>Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives</i>) I ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were) I use a wide range of clause structures, sometimes varying their position within the sentence. (<i>Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses</i>). I use structures typical of very formal speech. (<i>Subjunctive forms- If I were/ Were they to come or questions tags- he is your friend, isn't he?</i>) I use the passive voice to present information with a different emphasis. 	<ul style="list-style-type: none"> I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. I use a range of verb forms to create more subtle meanings. (<i>I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</i>) My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.
Punctuation	<ul style="list-style-type: none"> I can mostly use commas correctly to mark phrases and clauses and provide clarity. 	<ul style="list-style-type: none"> I make some correct use of a further range of punctuation across a range of writing. (<i>Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up</i>) I can use punctuation for parenthesis, mostly correctly. (<i>brackets/commas/hyphens</i>) 	

Greater Depth**YEAR 6 WRITING**

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none">• My punctuation is mostly correct and semi-colons or colons are used to mark boundaries between independent clauses.• My spelling is mainly accurate with only occasional errors in more ambitious vocabulary.• My handwriting is fluent, legible and maintained to a high personalised standard.	<ul style="list-style-type: none">• My writing has a clear voice which is evident across the text.• At times, the features and conventions of my text type may be used unconventionally or manipulated to create specific effects.• I manage shifts in formality well and this adds effectiveness and impact to my writing.	<ul style="list-style-type: none">• I use paragraphs to develop and expand ideas or point of view, themes and events in depth.• I use a varied range of cohesive devices across and within paragraphs.• My writing demonstrates effective use of sentences containing more than one clause and is used to elaborate and to convey complicated information concisely.• My writing demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.• I use a range of literary features such as, repetition, short sentences and figurative language to add impact to my writing.• My verb forms are chosen for meaning and effect.	<ul style="list-style-type: none">• I use the drafting process efficiently and edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision.• My writing is evaluated as a matter of course.• My proof reading ensures a high level of accuracy.