

Working towards the expected standard

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| The pupil can write for a range of purposes and audiences | G | D | G | D | G | D | G | D | G | D | G | D | G | D | G | D |
| use paragraphs to organise ideas | | | | | | | | | | | | | | | | |
| in narratives- describe settings | | | | | | | | | | | | | | | | |
| in narratives- describe characters | | | | | | | | | | | | | | | | |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | | | | | | | | | | | | | | | | |
| Use the following punctuation mostly correctly: | | | | | | | | | | | | | | | | |
| capital letters and full stops | | | | | | | | | | | | | | | | |
| question marks | | | | | | | | | | | | | | | | |
| commas for lists | | | | | | | | | | | | | | | | |
| apostrophes for contraction | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| spell most words correctly (years 3 and 4) | | | | | | | | | | | | | | | | |
| spell some words correctly (years 5 and 6) | | | | | | | | | | | | | | | | |
| produce legible handwriting (may not be joined) | | | | | | | | | | | | | | | | |

Key
 G - Genre
 D - Date

Working at the expected standard

| The pupil can write for a range of purposes and audiences | G | D | G | D | G | D | G | D | G | D | G | D | G | D | G | D |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| selecting language that shows good awareness of the reader e.g. the use of the first person in a diary; direct address in instructions and persuasive writing | | | | | | | | | | | | | | | | |
| select vocabulary and grammatical structures that reflect what the writing requires e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility | | | | | | | | | | | | | | | | |
| in narratives- describe settings, characters and atmosphere | | | | | | | | | | | | | | | | |
| create atmosphere, and integrate dialogue to convey character | | | | | | | | | | | | | | | | |
| create atmosphere, and integrate dialogue to advance the action | | | | | | | | | | | | | | | | |
| use a range of cohesive devices, including adverbials, conjunctions, pronouns, synonyms within and across paragraphs | | | | | | | | | | | | | | | | |
| use verb tenses consistently and correctly throughout their writing | | | | | | | | | | | | | | | | |
| Use the below punctuation mostly correctly: | | | | | | | | | | | | | | | | |
| inverted commas | | | | | | | | | | | | | | | | |
| commas for clarity | | | | | | | | | | | | | | | | |
| punctuation for parenthesis | | | | | | | | | | | | | | | | |
| correct use of semi-colons | | | | | | | | | | | | | | | | |
| dashes | | | | | | | | | | | | | | | | |
| colons | | | | | | | | | | | | | | | | |
| hyphens | | | | | | | | | | | | | | | | |
| apostrophe for possession | | | | | | | | | | | | | | | | |
| spell most words correctly (years 5 and 6) | | | | | | | | | | | | | | | | |
| maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters | | | | | | | | | | | | | | | | |

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Working at greater depth within the expected standard

| | G | D | G | D | G | D | G | D | G | D | G | D | G | D |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The pupil can write for a range of purposes and audiences, may draw upon what they have read e.g. literary language, characterisation and structure | | | | | | | | | | | | | | |
| Distinguish between the language of speech and writing and choose the appropriate register. Recognising that certain features of spoken language are less likely in writing and be able to select alternative vocabulary and grammar e.g. not using contracted verbs, colloquial expressions or long coordinated sentences | | | | | | | | | | | | | | |
| Exercise an assured and conscious control over levels of formality- manipulating grammar and vocabulary to achieve this | | | | | | | | | | | | | | |

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