English (Writing) (Draft: English writing)

Year 1

Planning, drafting, evaluating, editing and proofreading

CORE

Plan simple sentences by saying out loud what the writing will be about

Orally compose a sentence before writing it and recognise sentence boundaries

Write down some key words or ideas, including some new vocabulary drawn from listening to books

Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used (e.g. the big dog)

Begin to link ideas or events by subject or pronoun (e.g. My dog is big. He has a long tail… I cut the bread. I put it in a bag.)

Check written work makes sense through rereading with other pupils and the teacher

Read work aloud clearly

WORKING DEEPER

Purpose of the writing is clear

Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/my/he)

Noun phrases give description and detail

Composition - applying vocabulary, grammar & punctuation

CORE

Combine words to make single clause sentence

Use and to join words and clauses

Use capital letters for names of people, places and days of the week and the personal pronoun 'I'

Use some full stops and capital letters

Use some question marks

Use some exclamation marks

WORKING DEEPER

coordination is used effectively to link two pieces of information (and)

Beginning to develop a greater range of conjunctions (e.g. because, when, but)

Full stops, capital letters, exclamation marks and question marks are used with greater control

Transcription - spelling/handwriting

CORE

Write from memory simple dictated sentences

Make phonically-plausible attempts to spell words that have not yet been learnt

Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds)

Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds)

Days of the week are spelt accurately

Some accurate use of adding -s and -es for nouns and verbs (cats, foxes, runs, catches)

Some accurate use of -ing, -ed, -er, -est where no change is needed to the root word

Some accurate use of the prefix 'un-' (e.g. untie, unhappy)

Leave spaces between words

Some lower case letters are accurately formed, starting and finishing in the correct place

Many capital letters are mostly accurately formed

Digits 0-9 are mostly accurately formed

Holds a pencil comfortably and correctly

WORKING DEEPER

Mostly accurate formation of lower case letters, starting and finishing in the correct place

Mostly accurate use of the prefix un- when required

Mostly accurate use of suffixes (-s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word

Growing accuracy when spelling words using taught phonemes (refer to Phase 5 Letters & Sounds)

Growing accuracy when spelling common exception words previously taught (refer to Letters & Sounds 100 high-frequency words)

Year 2

Planning, drafting, evaluating, editing and proofreading

CORE

Develop a positive attitude and stamina for writing

Plan, draft and orally rehearse writing using key words and new vocabulary

Write meaningful narratives selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader

Use conjunctions and pronouns to extend and link sentences (She picked the flower and she gave the flower to her mum.)

Re-read writing to check for meaning and tense form

Evaluate effective use of word choice, grammar and punctuation in writing. (some prompting may be required, including discussion with the teacher)

Make appropriate additions, revisions and corrections when proofreading and editing (some prompting may be required, including discusion with the teacher)

Read work aloud with appropriate intonation

WORKING DEEPER

A level of formality appropriate to the purpose of the writing is evident, e.g. mirroring the language used in traditional tales, appropriate vocabulary and structure for a letter of apology

Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence

Composition - applying vocabulary, grammar & punctuation

CORE

Use coordination (and, or, but) to write compound sentences

Some use of subordination (when, if, that, because) to write complex sentences

Use adjectives and adverbs to describe and specify some expanded noun phrases to add description and detail, e.g. yellowish fur with the black spots, the deep dark wood

Use adjectives and adverbs to describe and specify some use of -ly to turn adjectives into adverbs (slow – slowly)

Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Sto
Grandma's big teeth. (C)

Most sentences demarcated accurately with full stops and capital letters (including for proper nouns)

Some use of exclamation marks for effect (Stop!)

Some use of question marks

Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck)

Some apostrophes for simple contracted forms e.g. don't

Begin to use apostrophes singular possession in nouns, e.g. the dog's tail, John's hat always correctly

Use past and present tense mostly correctly throughout writing

Some use of verbs to mark actions in progress, e.g. She is drumming

WORKING DEEPER

Greater awareness of the reader, including more controlled use of the noun phrase and adverbs

The full range of punctuation is used mostly correctly including apostrophes for singular possession in nouns

Accurate use of past and present tense

Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences

Begin to evaluate and edit word choice, grammar and punctuation in writing with some independence

Transcription - spelling/handwriting

CORE

Write from memory simple dictated sentences

Make phonically-plausible attempts to spell words, spelling many correctly

Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/there, they're, their/floated/many/coat)

Many common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds)

Some words with contracted forms are spelt correctly e.g. don't, can't, I'll, didn't, I'm, it's

Some accurate use of the suffixes: -ing, -ed, -er, -est, -y where change is needed to the root word (nicer, nicest, shiny, running, dropped)

Some accurate use of longer words formed by the addition of suffixes (-ment, -ness, -ful, -less, -ly)

Some accurate use of adding -es to nouns and verbs ending in -y (flies, tries, babies, carries)

Start joining letters and understand which letters are best left unjoined

Write capital letters, lower case letters and digits with correct size and orientation. Use spacing between words that reflects the size of the letters

WORKING DEEPER

Spell most common exception words correctly (refer to Letters & Sounds pg. 195 Next 200 common words)

Spell most words with contracted forms (refer to Letters & Sounds pg. 195 Next 200 common words)

Add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly

Use the diagonal and horizontal strokes needed to join letters in most writing

Year 3

Planning, drafting, evaluating, editing and proofreading

CORE

Plan using features of the given form

Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader

Start to use a varied and rich vocabulary and an increasing range of sentence structures

Create setting, characters and plot in narrative writing including a full sequence of events, dilemma/conflict and resolution

Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person

Create setting, characters and plot in narrative writing including some dialogue to show relationship between two characters

Re-read writing to check for meaning and tense form

Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements

Proofread for spelling and punctuation errors

WORKING DEEPER

Greater awareness of the reader, including good control of varied and rich vocabulary

Greater independence when evaluating and editing the effectiveness of word choice, grammar and punctuation in writing

Composition - applying vocabulary, grammar & punctuation

CORE

Consistent use of a variety of sentences with different structures and functions

Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)

Statements, questions, exclamations and commands to create an appropriate effect

Adverbs to express time, place and cause (then, next, soon, therefore, finally)

Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him)

Expanded noun phrases to add and description and detail

Use full stops and capital letters mostly accurately (including for proper nouns)

Use exclamation marks and question marks mostly accurately

Use commas to separate items in lists mostly accurately

Mostly accurate use of apostrophes for contracted forms e.g. don't

Some apostrophes for possession with singular nouns, e.g. the dog's tail, John's hat

Some use of inverted commas to punctuate direct speech

Use past and present tense appropriately and consistently throughout writing

Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming, He has gone out to play, contrasted with, He went out t

WORKING DEEPER

Variety of verb forms used with confidence

Greater variety in sentence structures

The full range of punctuation taught so far is used accurately: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular no
inverted commas for speech

Composition - structuring & organising texts

CORE

Sequence ideas or events maintaining writing form, e.g. bullet points for instructions, headings for an information text

Demonstrate some awareness of purpose through selection of relevant content

Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage

Sequence ideas or events and use adverbs and prepositions

WORKING DEEPER
Paragraphs are used with greater control in both narrative and non-fiction

Transcription - spelling/handwriting

CORE
Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes

Most common exception words are spelt accurately

Write from memory simple dictated sentences - apply punctuation taught so far with some accurate spelling of words from Y3/4 word list

Some words from the year 3 and 4 word list are spelt accurately

Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-)

A/an used accurately, e.g. a rock, an open book

Begin to use dictionaries (the first 2 or 3 letters of a word)

WORKING DEEPER
Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-)

Accurate spelling of common exception words

Year 4

Planning, drafting, evaluating, editing and proofreading

CORE

Plan using features of the given form

Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader

Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures

Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response

Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood

Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation

Make appropriate additions, revisions and corrections when proofreading and editing

WORKING DEEPER

Greater awareness of the reader, including good control of varied and rich vocabulary

Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing

Composition - applying vocabulary, grammar & punctuation

CORE

Writing demonstrates appropriate use of: nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, l
with the blue sail)

Writing demonstrates appropriate use of: Fronted adverbials to vary sentence structure (later that day, I heard the bad news)

Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)

Writing demonstrates appropriate use of: The grammatical difference between plural and possessive s

Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)

Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect)

Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrop
contracted forms (e.g. don’t)

Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat)

A range of punctuation is used, mostly accurately including: Commas after fronted adverbials

A range of punctuation is used, mostly accurately including: Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctu
inverted commas, capital letters, some accurate use of new line for new speaker)

A range of punctuation is used, mostly accurately including: Possessive apostrophes for plural nouns (e.g. girls', boys', babies')

WORKING DEEPER
The full range of punctuation taught so far is used accurately including apostrophes for singular possession, inverted commas for speech, commas after fronted adverbials and growing
apostrophes for plural possession

Composition - structuring & organising texts

CORE
Use paragraphs to organise information and ideas around a theme

Use paragraphs to organise and sequence more extended narrative structures

Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/Inside the castle/Suddenly)

Use simple organisational devices, including headings and sub-headings to aid presentation

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.)

WORKING DEEPER
Paragraphs are used with control in both narrative and non-fiction, demonstrating a wider range of fronted adverbials

Transcription - spelling/handwriting

CORE
Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency

Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list

Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4)

Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-)

The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 are mostly accurate

Mostly accurate spelling of words from the year 3 /4 wordlist

Use dictionaries efficiently

WORKING DEEPER
Use suffixes and prefixes accurately (refer to year 3/4 spelling appendix)

Year 5

Planning, drafting, evaluating, editing and proofreading

CORE
Plan writing by identifying the audience and purpose of the writing

Select the appropriate form for writing

Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use dialogue imaginatively to entertain and engage the listener/reader

Adapt sentence length and vocabulary to change and enhance meaning

Develop setting, characters and plot in narrative writing: Use different ways to open the story

Develop setting, characters and plot in narrative writing: Add scenes, character, dialogue to a familiar story

Develop setting, characters and plot in narrative writing: Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in tl

Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences

Proofread for spelling and punctuation errors

WORKING DEEPER
Greater awareness of the audience through a variety of techniques to engage and entertain

Evaluate and edit writing independently, including independent editing of spelling

Composition - applying vocabulary, grammar & punctuation

CORE

Writing demonstrates appropriate use of: Some evidence of noun phrases conveying complicated information with greater precision including some repetition of noun phrases for spec
brave people have climbed mountains – the first two people were…; Just hear me out – all your children and all the children in town will love it!)

Writing demonstrates appropriate use of: Relative clauses beginning with who, which, where, when, whose or that to add detail or description (the house, which stood on the corner of
derelict)

Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)

Writing demonstrates appropriate use of: Adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably)

Modal verbs to indicate degrees of possibility (might, should, will, must)

Punctuation at Y4 standard is used correctly: Full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and oth
punctuation, apostrophes for contraction and apostrophes for singular possession

Mostly accurate use of apostrophes for plural possession

Writing demonstrates appropriate use of: Brackets, dashes and commas to indicate parenthesis

Writing demonstrates appropriate use of: Commas to clarify meaning or avoid ambiguity

WORKING DEEPER

Sentence types and verb forms are manipulated to engage the reader

Punctuation taught in year 5 is used with greater accuracy

Composition - structuring & organising texts

CORE

Use paragraphs to organise more complex information and narrative (in narrative, split into several paragraphs relating to story structure.)

Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly…)

Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before.)

Transcription - spelling/handwriting

CORE
To know the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4

To know some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: accurate spelling of some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -a
ation, -ent, -ence/-ency, -fer)

To know some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: accurate spelling of some common homophones and other words which are often con

To know some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: accurate spelling of words that are often misspelt, including most words from the yea
and some from the year 5/6 word list in Appendix 1

Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum

Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style

WORKING DEEPER
Greater accuracy of spelling taught in year 5

Year 6

Planning, drafting, evaluating, editing and proofreading

CORE
Plan writing by identifying the audience and purpose of the writing

Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information

Develop setting, characters and plot in narrative writing: Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the characte

Develop setting, characters and plot in narrative writing: Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with o

Make appropriate choices of grammar and vocabulary to clarify and enhance meaning

Use a dictionary and thesaurus to check word meaning and appropriateness

Summarise longer passages to clarify and enhance meaning

Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject - verb agreement and register, to enhance effects and cla

Proofread for spelling and punctuation errors

WORKING DEEPER

Audience and purpose are adapted and enhanced by the distinctive and independent voice of the writer

Evaluate and edit writing independently showing an awareness of the audience in editing choices made

Composition - applying vocabulary, grammar & punctuation

CORE

Writing demonstrates appropriate use of: Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repet
phrases e.g. a glimpse of a lady's ankle; Just hear me out – all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the cu

Writing demonstrates appropriate use of: Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain
between ideas e.g. The house, which stood on the corner of the street, was derelict; The only communication (that) we were allowed to use was eye contact

Writing demonstrates appropriate use of: Varied verb forms used effectively in all written work: progressive, simple past, present, future and perfect form e.g. I have written it down so
check what he said. (present perfect)

Writing demonstrates appropriate use of: Vocabulary and grammatical choices to suit both formal and informal situations (e.g. the use of question tags: "He's your friend isn't he?" Or
subjunctive forms such as "If I were you")

Mostly appropriate use of: Modal verbs and adverbs to indicate degrees of possibility, probability and certainty, e.g. Their performance will be cursed; They could clearly see inside; S
We won't, but you might; Maybe you could do that

Mostly appropriate use of: The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud

A range of punctuation is used, mostly accurately, including: brackets or commas to indicate parenthesis

A range of punctuation is used, mostly accurately, including: commas to clarify meaning or avoid ambiguity

A range of punctuation is used, mostly accurately, including: Inverted commas

Some accurate use of: colons to introduce lists and semi-colons to separate items within lists

Some accurate use of: Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up

Some accurate use of: Dashes to indicate parenthesis

Some accurate use of: hyphens to avoid ambiguity

Consistent punctuation of bullet points

WORKING DEEPER

An ability to manage shifts in levels of formality by manipulating grammatical structures and by selecting vocabulary precisely

Accurate selection of varied verbs forms for meaning and effect

The full range of punctuation taught at KS2 is used accurately, including colons and semi-colons to mark the boundary between independent clauses mostly correctly

Composition - structuring & organising texts

CORE

Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth

Use 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)

Precise longer passages appropriately

Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader

Use appropriate choice of tense to support whole text cohesion and coherence

Transcription - spelling/handwriting

CORE

The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: Accurate spelling of most prefixes and suffixes

The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: Accurate spelling of most words with silent letters

The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: Accurate spelling of most homophones and other words wh
confused

The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: Accurate spelling of most words that need to be specifically
appendix)

Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum

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

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