

Working Towards the Expected Standard: Pupil(s) are beginning to meet the following aims with support:				
	To write for a range of purposes.			
	To use paragraphs consistently and appropriately to organise ideas.			
	To describe settings and characters.			
	To use simple devices to structure the writing and support the reader in non-fiction (e.g. headings, sub-headings, bullet points)			
	Uses the full range of punctuation taught at KS2 mostly correctly.	full stops, capital letters, question and exclamation marks		
		commas within lists		
		apostrophes to show possession and to form contractions		
		commas for fronted adverbials		
		commas for clauses		
		inverted commas		
	To spell most words correctly (years 3 and 4)			
	To spell some words correctly (years 5 and 6)*			
	To use neat joined handwriting.			
Working At the Expected Standard: Pupil(s) are beginning to independently apply their knowledge:				
 	To write effectively for a range of purposes and audiences, confidently 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, appropriate level of formality.			
	To manage ideas precisely and organise related events in logical paragraphs so that my writing is coherent and coverage is good, e.g. closings referring back to openings one word/one sentence paragraphs as appropriate.			
	To use a range of appropriate devices to adapt writing to the needs of the reader e.g. headings, subheadings, bullets, underlining, introduction providing context, concluding statement (opinion, summary, justification, comment), subject specific/technical vocabulary.			
	To describe settings, characters and atmosphere in narratives using a range of descriptive techniques e.g. expanded noun phrases, well- chosen and precise adjectives, verbs and adverbs and the use of a range of literary features to create effect e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile.			
	To integrate dialogue in narratives to convey character and advance the action. e.g. include emotions, actions and characters' thoughts in dialogue. With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped.			
	To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately 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.			
	To use a range of verb tenses consistently and correctly throughout their writing.			
	Uses the full range of punctuation taught at KS2 mostly correctly.	inverted commas.		
		apostrophes for possession.		
		commas for clauses.		
		commas for fronted adverbials.		
		commas for clarity and to avoid ambiguity		
		hyphens.		
		colons.		
		semi-colons.		
		commas in a list.		
		brackets, dashes and commas (parenthesis).		
	To use a range of devices within and between sections and paragraphs to achieve cohesion e.g. adverbials of time and place, pronouns, appropriate connectives, closing referring to opening, ellipsis			
	To confidently use a range of complex sentence structures appropriately including: relative clauses, subordinating clauses, adverbial and prepositional phrases, embedded ing and ed clauses.			
	To control sentence length, word order and openers confidently to sustain interest and where appropriate, can break conventions in order to achieve specific effects, e.g. starting sentences with 'and' or 'but', dialect, slang, non-standard English, fragments.			
	To spell correctly most words from the Year 5 / Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.			
	To maintain legibility in joined handwriting when writing at speed.			
	To proofread their work and assess the effectiveness of their own and others' writing making necessary corrections and improvements.			
Working at Greater Depth within the Expected Standard: Pupil(s) are confidently and independently able to apply their knowledge:				
  	To 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 (e.g. literary language, characterisation, structure):			
	To distinguish between the language of speech and writing and choose the appropriate register			
	To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this e.g. in informal writing – use of contracted forms, colloquial language/slang etc.			
	To 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.			
	To spell correctly all words from the Year 5 / Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.			
	To maintain legibility in joined handwriting when writing at speed.			
	To proofread their work and assess the effectiveness of their own and others' writing making necessary corrections and improvements.			

