

Year 1 criteria for working towards the expected standard:		
Unit and date of work:		
Can write in simple sentences using full stops		
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly		
Spelling some common exception words*		
forming lower-case letters in the correct direction, starting and finishing in the right place		
Letters to be sat on the line		
Year 1 criteria for working at the expected standard:		
Demarcating most sentences with capital letters and full stops		
Using spacing between words		
Using some expanded noun phrases to describe and specify		
Can write simple sentence		
Can write compound sentences using co-ordinating conjunctions to join clauses	and	
	but	
Using present and past tense mostly correctly and consistently		
Sequencing sentences to form short narratives		
Apply the correct spelling rule for adding the plural marker for nouns and the third person singular marker for verbs including:	-s	-es
Spelling most Y1 common exception words		
To correctly apply the spelling rule when adding suffixes to root words including: ed, ing, er, est		
To correctly apply the spelling rule when adding prefix 'un' to root words		
Capital letters used for :	Days of the week / month	
	Personal pronoun I	
	Names of people	
	Names of places	
Letters to be sat on the line		
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
Using spacing between words that reflects the size of the letters		

Year 1 criteria for working at greater depth:	
Begin to use subordinating conjunction (because) to join clauses in a complex sentence	
Spelling most common exception words*	
Spelling most words with contracted forms	
To correctly apply the spelling rule when adding suffixes to root words including:	ment
	full
Can demarcate sentences with:	Question marks
	Exclamation marks
Using the diagonal and horizontal strokes (lead ins and lead outs) needed to join letters in most of their writing	

Year 2 criteria for working towards the expected standard:	
Date and unit of work:	
Can write in simple sentences	
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	
Spelling some common exception words*	
Using the diagonal and horizontal strokes needed to join letters in most of their writing	
forming lower-case letters in the correct direction, starting and finishing in the right place	
Forming lower-case letters of the correct size relative to one another in some of the writing	
Using spacing between words	
Year 2 criteria for working at the expected standard:	
Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	
Using some expanded noun phrases to describe and specify	
using sentences with different forms in their writing	Statements
	Questions
	Exclamations
	Commands
Using present and past tense mostly correctly and consistently	
Use of apostrophes to mark singular possession and contractions.	
Use coordination conjunctions to join clauses in compound sentences	-and
	-or
	-but
Use subordinating conjunctions to start a subordinate clause within a complex sentence	-when
	-if
	-that
	-because
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
Spelling some words with contracted forms	
Spelling many common exception words	
Using the diagonal and horizontal strokes needed to join letters in some of their writing	
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
Using spacing between words that reflects the size of the letters	

Additional spelling objectives:

To correctly apply the spelling rule when adding prefixes to root words including:	-un
	-under
	-re
To correctly apply the spelling rule when adding suffixes to root words including:	-ment
	-ness
	-full
	-less
Can accurately spell the following homophones in writing:	By / buy
	Poor / pour
	Here / hear
	Know/no
Can adhere to the correct spellings of the following:	-le ending in table, apple, bottle
	-wr sound for write, wrong, wrap,
	-soft c sound in rice, city, fancy
	-silent g and k in knock, knee, gnaw

Year 2 criteria for working at greater depth:

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Spelling most common exception words*
Make simple additions, revisions and proof-reading corrections to their own writing
Uses commas for lists
Using the diagonal and horizontal strokes (lead ins and lead outs) needed to join letters in most of their writing



Year 3 criteria for working towards the expected standard:

Date of work:

Use of simple and compound sentences

Use of noun phrases for description

Can replace repetitive nouns with appropriate pronouns for interest

Using tense mostly accurately

To use commas in a list

Starting sentences in a variety of ways including:	Nouns 'The girl'
	Pronouns 'She laughed'

Using correctly	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Apostrophes for contraction

Spelling most words correctly (year 2)

Produce legible handwriting with letter size proportionate

Letters are legible and where letters are not joined, there are clear lead ins and lead outs in preparation for joining

Year 3 criteria for working at the expected standard:

Write effectively for the purposes and audience of the genre 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)

Maintain the correct tense

Including the present perfect tense throughout a piece of writing with accurate subject/verb agreement. (for example, He has gone out to play contrasted with He went out to play)

Can write in paragraphs to group related material

Use of the determiner forms **a** or **an** (for example, a rock, an open box)

In non-narrative material, using simple organisational devices (for example, headings and sub-headings)

Can correctly use inverted commas for direct speech

Expressing time and cause using subordinate conjunctions in the middle of a sentence (for example, when, before, after, while, because, if, since, as, although, until)

Expressing time and cause using adverbs (for example, then, next, soon, therefore), or

Expressing place, time and cause using prepositions to show place or time (for example, before, after, during, in, because of)

Indicating singular possession by using the possessive apostrophe

Correct spelling of many Y3 and 4 common exception words

Spell many of the Year3/4 spelling rules from [Appendix 1](#) in the national curriculum.

Ascenders and descenders are appropriately positioned

Letters are legible and usually joined fluently

Year 3 criteria for working at greater depth:


When use of direct speech, can use reporting clause first.

Variation of sentence structures e.g. Using a subordinate clause at the start of a complex sentence (commas not always used correctly).

Vocabulary choice for impact in writing

Handwriting is always fluently joined

Year 4 criteria for working towards the expected standard:	
Date of work:	
Can confidently use a variety of:	Simple Compound Complex
Use of noun phrases for description	
Can replace repetitive nouns with appropriate pronouns for interest	
Using tense mostly accurately	
In non-narrative material, using simple organisational devices (for example, headings and sub-headings)	
Correctly using	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Commas in a list
Spelling most words correctly (year 2)	
Produce legible handwriting with letter size proportionate with ascenders and descenders appropriately positioned	
Year 4 criteria for working at the expected standard:	
Write effectively for the purposes and audience of the genre 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)	
To always maintain an accurate tense throughout a piece of writing.	
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
Use of paragraphs to organise ideas around a theme	
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	
Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")	
Can manipulate sentence structure by choosing to start a complex sentence with the subordinating clause and adjusting the clause accordingly. Correct use of comma to separate clauses.	
To use fronted adverbials (correct use of commas)	
To start sentences with progressive verbs (ing) (Laughing, he)	
Spell most of the Year3/4 spelling rules from Appendix 1 in the national curriculum.	
Indicating possession by using the possessive apostrophe with plural nouns	
Correct spelling of most Y3 and 4 common exception words	
Letters are legible and joined fluently	
Year 4 criteria for working at greater depth:	
Can write in paragraphs linking to previous ideas and paragraphs using fronted adverbials and conjunctions	
Correct use of speech punctuation when the reporting clause breaks two parts of speech	
Vocabulary choice for impact in writing	
Spell most of the Year3/4 spelling rules from Appendix 1 in the national curriculum.	
Correct spelling of most Y3 and 4 common exception words	

 Year 5 criteria for working towards the expected standard:

Using paragraphs to organise ideas

Describing settings and characters

Use of simple and compound sentences

Using tense mostly accurately

Using co-ordinating and subordinating conjunctions

Using mostly correctly	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Commas for lists
	Apostrophes for contraction

Spelling: most words correctly (years 3 and 4)

Produce legible and **mostly** joined handwriting

Year 5 criteria for working at the expected standard:

Write effectively for a range of purposes and audiences, 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).

Ensure the correct use of tense throughout all writing and subject/verb agreement

Use dialogue to convey character and advance the action

Accurately use subordinating conjunctions to form complex sentences and express time, place and cause e.g. when, before, after, because, as, while.

Use 'relative clause' which begins with relative pronouns: who, which, where, when, whose, that

Starting sentences in a variety of ways including	Progressive verbs (ing) (Laughing, he...)
	Fronted adverbials (place, time and manner) with correct use of comma to separate clauses
	Pronouns (e.g. He, She, They)

Devices to build *cohesion within a paragraph* (for example, then, after, that, this, firstly)

Linking ideas across paragraphs using **adverbials** of time (e.g. Later), place (e.g. Nearby) and number (e.g. Secondly)

Indicating degrees of possibility using **modal verbs** e.g. might, should, must, will

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Using mostly correctly	Inverted commas for speech
	Commas to clarify meaning or avoid ambiguity.
	Punctuation for parenthesis (brackets, commas or dashes)

Correct spelling of **most** Y3 and 4 words

Spelling **some** words correctly (years 5 and 6)

Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Year 5 criteria for working at greater depth:

Managing shifts between levels of formality through selecting vocabulary precisely and manipulating grammatical structures

Selecting verb forms for meaning and effect

Using inverted commas for effect / impact

Use of the passive voice to vary the way sentences are presented



Y6 - End of Key Stage 2 Statutory Assessment - Working towards expected standard

Write for a range of purposes	
Using paragraphs to organise ideas	
In narratives describing settings and characters	
In non-narrative writing, use simple devices to structure the writing and support the reader	headings
	Sub headings
	Bullet Points
Using verb forms mostly accurately	
Using co-ordinating and subordinating conjunctions	
Using mostly correctly	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Commas for lists
	Apostrophes for contraction
Spelling most words correctly (Y3/4) Some correctly (Y5/6)	
Write legibly	

Y6 - End of Key Stage 2 Statutory Assessment - Working at expected standard

Write effectively for a range of purposes and audiences, 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)	
Correct use of tense and subject/verb agreement	
In narratives, describe settings, characters and atmosphere	
Integrate dialogue in narratives to convey character and advance the action	
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
Using a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs	
Using mostly correctly	Inverted commas
	Commas for clarity
	Punctuation for parenthesis
Making correct use of	Semi colons
	Dashes
	Colons
	Hyphens
Spelling Y5 and Y6 words	
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	

Y6 - End of Key Stage 2- Working at Greater Depth

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)	
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 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.	