Date and genre of work:		
Working towards the expected standard in Y3		
The pupil can, after discussion with the teacher:		
write for both fictional and non-fictional purposes		
use expanded noun phrases		
use simple conjunctions for coordination and subordination		
use present and past tense verb forms, mostly correctly and consistently		
demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession		
spell common exception words (KS1) mostly correctly		
apply Y1/2 spelling rules accurately (e.g.-ed, -ing, est, -er, -s, -es suffixes)		
use the diagonal and horizontal strokes needed to join letters in some of their writing		
write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
Working at the expected standard in Y3		
The pupil can, after discussion with the teacher:		
write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing		
describe settings and characters using expanded noun phrases		
use a range of co-ordinating and subordinating conjunctions		
use adverbs to express time		
use prepositions to express place and time		
use correct tense consistently, including the present perfect tense		
maintain Standard English forms, e.g. using *a/an* correctly		
begin to use paragraphs to structure writing		
use simple organisational devices (e.g. headings or sub-headings) appropriately		
use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly		
begin to use inverted commas to punctuate speech		
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)		
use the diagonal and horizontal strokes needed to join some letters		
make simple additions, revisions and proof-reading corrections to their own writing		
Working at greater depth in Y3		
The pupil can, with developing independence:		
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)		
use dialogue sparingly so it effectively adds detail to the writing		
use a wide range of co-ordinating and subordinating conjunctions within and across sentences		
use a range of precise vocabulary (nouns, verbs and adjectives)		
accurately use the full range of punctuation taught at key stage 1 and in Y3		
spell most words correctly		
produce legible joined handwriting		

Working towards the expected standard in Y4		
The pupil can, after discussion with the teacher:		
write for both fictional and non-fictional purposes		
use expanded noun phrases to describe and add detail to settings and characters		
use co-ordinating and subordinating conjunctions		
use prepositions to express place and time		
use sentences with different forms in their writing, including statements, questions, exclamations and commands		
use present, past, progressive and perfect tense verb forms mostly correctly		
demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession		
spell common exception words(Year 1-2), spellings with contracted forms and Y1/2 spelling rules correctly		
spell some words correctly (Year 3-4)*		
write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
Working at the expected standard in Y4		
The pupil can, after discussion with the teacher:		
write for both fictional and non-fictional purposes, with a growing awareness of the reader		
use expanded noun phrases and adverbials to develop descriptions of settings and characters		
use a range of co-ordinating and subordinating conjunctions		
use a range of adverbs to add detail to writing		
use preposition phrases to expand noun phrases		
use fronted adverbials		
use present, past, progressive and perfect tense verb forms accurately		
use pronouns and nouns to aid cohesion and avoid repetition		
use paragraphs or sections to organise and structure according to purpose and audience		
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)		
use commas after fronted adverbials and with a reported clause		
maintain Standard English forms correctly, e.g. *I was (not I were), should have (not should of), ours (not ares),*		
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)		
produce legible joined handwriting		
make simple additions, revisions and proof-reading corrections to their own writing		
Working at greater depth in Y4		
The pupil can:		
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)		
consistently use dialogue sparingly so that it effectively adds detail to the writing		
consistently use a range of conjunctions to support cohesion within the writing		
use a range of precise vocabulary (nouns, verbs and adjectives)		
consistently use the full range of punctuation taught at key stage 1 and in Y3-4 mostly correctly, including inverted commas, apostrophes to mark plural possession in nouns and commas for fronted adverbials		
consistently produce legible joined handwriting		

Working towards the expected standard in Y5		
The pupil can:		
write for a range of purposes		
describe settings and characters including expanded noun phrases and adverbials		
use co-ordinating and subordinating conjunctions		
use adverbs to express time		
use prepositions to express place and time		
use paragraphs or sections to organise and structure		
use the full range of punctuation taught at KS1, punctuation for dialogue and commas for fronted adverbials		
maintain standard English forms		
add prefixes and suffixes to spell many words correctly		
spell many KS1, Y3/4 and Y5/Y6 common exception words correctly		
produce legible joined handwriting		
Working at the expected standard in Y5		
The pupil can:		
write effectively for a range of purposes and audiences		
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		
begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs		
use adverbs to add detail, qualification and precision		
use preposition phrases to add detail, qualification and precision		
use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase		
use relative clauses , sometimes omitting the relative pronoun		
use a wide range of clause structures, sometimes varying their position within the sentence		
use verb tenses mostly consistently and correctly throughout their writing		
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)		
use commas for clarity mostly correctly		
use some punctuation for parenthesis (brackets, commas and dashes)		
begin to create atmosphere, and integrate dialogue to convey character and advance the action		
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)		
Consistently produce legible joined handwriting		
Working at greater depth in Y5		
The pupil can:		
in narratives, describe settings, characters and atmosphere		
integrate dialogue in narratives to convey character and advance the action		
select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly		
Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing and not telling		
using the full range of punctuation taught correctly and appropriately		