

Writing.

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Standard 2	Information	Narrative	Description	Information	Story	Description
	<p>Can write their own first name with appropriate upper and lower case letters</p> <p>Can form all letters clearly, although size and shape may be irregular</p> <p>Almost always leaves spaces between words</p> <p>Confidently writes some captions and labels and attempts other simple forms of writing</p> <p>Can show some control over letter size, shape and orientation in writing</p> <p>Can say what their writing says and means</p> <p>Can retell known stories in writing</p> <p>Can produce their own ideas for writing (not retelling)</p> <p>Can show some control over word order, producing logical statements</p> <p>Can write simple texts such as lists, stories, reports and recounts</p> <p>Begins to show awareness of how full stops are used in writing</p> <p>Can usually give letters a clear and regular size, shape and orientation (ascenders, descenders and use of upper and lower case are usually accurate)</p> <p>Can use any connective (may only ever be 'and') to join two simple sentences, thoughts and ideas</p> <p>Can use appropriate vocabulary in more than three statements</p> <p>Can usually use a capital letter, full stop, question mark or exclamation mark to punctuate sentences</p> <p>Can produce a paragraph or more of developed ideas independently that can be read without help from the child</p>					
Standard 3	Information	Narrative	Description	Information	Story	Description
	<p>Can communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length</p> <p>Can control use of ascenders/descenders and upper/lower case letters in handwriting</p> <p>Can provide enough detail to interest the reader (providing additional information beyond a list)</p> <p>Can vary the structure of sentences to interest the reader</p> <p>Can sometimes use interesting and ambitious words</p> <p>Can usually sustain narrative and non-narrative forms</p> <p>Can match organisation to purpose (eg structure of letter, openings and endings, organisational devices, beginnings of paragraphing)</p> <p>Can usually maintain the use of basic sentence punctuation (CL &amp; FS) in a piece</p> <p>Can use connectives other than 'and' to join two or more simple sentences, thoughts, ideas</p> <p>Can use a range of punctuation, mainly correctly, including at least 3 of the following: capital letter, full stop, question/exclamation mark, commas (in lists), apostrophe for simple contractions and for singular possession</p> <p>Can make their writing lively and interesting</p>					

	<p>Can link ideas and events, using strategies to create 'flow'</p> <p>Can use adjectives and descriptive phrases for detail and emphasis</p> <p>Structures basic sentences correctly, including capital letters and full stops in a longer piece (one error acceptable)</p> <p>Can use accurate and consistent handwriting (in print at a minimum, consistent use of upper/lower case, ascenders/descenders, size and form)</p> <p>Begins to show evidence of joined handwriting</p> <p>Uses past and present tenses correctly</p>					
Standard 4	Information	Description	Narrative	Recount		
	<p>Can produce work which is organised, imaginative and clear</p> <p>Can adapt their chosen form to the audience (eg provide information about characters or setting, make a series of points, use brackets for asides etc)</p> <p>Can sometimes use interesting and ambitious words</p> <p>Can develop and extend ideas logically in sequenced sentences (may still be overly detailed/brief)</p> <p>Can extend sentences using a wider range of connectives to clarify relationships between points and ideas (eg when, because, if, after, while, also, as well)</p> <p>Can usually use correct grammatical structures in sentences (nouns &amp; verbs generally agree)</p> <p>Can use pronouns appropriately to avoid the awkward repetition of nouns</p> <p>Can use most punctuation accurately, including at least 3 of the following: full stop and capital letter, question mark, exclamation mark, comma, apostrophe</p> <p>Can structure and organise work clearly</p> <p>Is beginning to use paragraphs</p> <p>Can write neatly, legibly and accurately, mainly in a joined style</p> <p>Can use adjectives and adverbs for description</p> <p>Can spell phonetically regular or familiar common polysyllabic words and most of Y3 HFW</p> <p>Can develop characters and describe settings, feelings and/or emotions</p> <p>Can link and relate events, including past, present and future sensibly (afterwards, before, also, after a while, eventually etc)</p> <p>Can use generalising words for style and/or modal verbs/the conditional tense</p>					
Standard 5	Information	Description	Narrative	Recount		
	<p>Can write in a lively and coherent style</p> <p>Can use a range of genres and styles confidently and independently</p> <p>Can sometimes use interesting and ambitious words</p> <p>Can organise ideas appropriately for both purpose and reader</p> <p>Can use a wide range of punctuation mainly accurately, including at least four of the following: full stop and capital letter, question mark, exclamation mark, comma, apostrophe</p> <p>Can write neatly, legibly and accurately, usually maintaining a joined style</p> <p>Can use more sophisticated connectives</p> <p>Can use links to show time and cause</p> <p>Can open sentences in a wide range of ways for interest and impact</p>					

	<p>Can use paragraphs, although they may not always be accurate</p> <p>Can produce thoughtful and considered writing</p> <p>Can use or attempt grammatically complex structures</p> <p>Can spell Y4 HFW</p> <p>Can use nouns, pronouns and tenses accurately and consistently throughout</p> <p>Can use apostrophes and/or inverted commas, mainly accurately</p> <p>Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen</p> <p>Can select interesting strategies to move a piece of writing forward</p> <p>Can advise assertively, although not confrontationally, in factual writing</p>					
Standard 6	Information	Recount	Narrative			
	<p>Can produce well-structured and organised writing using a range of conventions in layout</p> <p>Can select the correct genre for audience and purpose, and use it accurately</p> <p>Can select from a wide range of known imaginative and ambitious vocabulary and use them precisely</p> <p>can use paragraphs consistently and appropriately</p> <p>Can group things appropriately before or after a main verb</p> <p>Can use different techniques to open or conclude work appropriately</p> <p>Can use complex sentences structures appropriately</p> <p>Can use a wider range of punctuation, almost always accurately, to include three or more of the following: comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon</p> <p>Can use punctuation appropriately to create effect</p> <p>Can write neatly, legibly and accurately in a flowing, joined style</p> <p>Can spell all Y5 HFW</p> <p>Can use the passive voice for variety and to shift focus</p> <p>Can use a range of narrative techniques with confidence, interweaving elements when appropriate</p> <p>Can vary sentence length and word order confidently to sustain interest</p> <p>Can use a range of devices to adapt writing to the needs of the reader</p> <p>Can use literary features to create effect</p> <p>Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide</p>					
Standard 7	Information	Recount	Narrative			
	<p>Can spell vocabulary accurately apart from rare technical or obscure words</p> <p>Can open and close writing in interesting, unusual or dramatic ways, when appropriate</p> <p>Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc</p> <p>Can write neatly, legibly, accurately and fluently, in a joined style</p> <p>Can vary font for effect or emphasis when appropriate. There may only be one example</p> <p>Can use a wide range of conventions appropriately to the context</p>					

	<p>Can use a wide range of sophisticated connectives, including conjunctions, adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes</p> <p>Can use clauses confidently and appropriately for audience and purpose</p> <p>Can use implicit links within a text</p> <p>Can use complex groupings for effect, before or after the verb. There may only be one example</p> <p>Can use a range of techniques to interact or show awareness of the audience</p> <p>Can write with maturity, confidence and imagination</p> <p>Can sustain a convincing viewpoint throughout the piece of writing</p> <p>Can use a wide range of ambitious vocabulary accurately and precisely</p> <p>Can always construct grammatically correct sentences, unless using a dialect or alternative constructions consciously for effect</p> <p>Can use pertinent and precise detail as appropriate</p>
Entry 1	<p><b>3 Writing</b></p> <p><b>Write short, simple sentences</b></p> <p>3.1 Use written words and phrases to present information</p> <p>3.2 Construct simple sentences using full stops</p> <p>3.3 Spell correctly some personal or very familiar words simple sentences</p>
Entry 2	<p><b>Writing</b></p> <p><b>Write short texts with some awareness of the intended audience</b></p> <p>3.1 Use written words and phrases to record and present information</p> <p>3.2 Construct compound sentences using common conjunctions</p> <p>3.3 Punctuate correctly, using upper and lower case, full stops and question marks</p> <p>3.4 Spell correctly all high frequency words and words with common spelling patterns</p>
Entry 3	<p><b>3 Writing</b></p> <p><b>Write texts with some adaptation to the intended audience</b></p> <p>3.1 Plan, draft and organise writing</p> <p>3.2 Sequence writing logically and clearly</p> <p>3.3 Use basic grammar including appropriate verb-tense and subject-verb agreement</p> <p>3.4 Check work for accuracy, including spelling</p>
Level 1	<p><b>3 Writing</b></p> <p><b>Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</b></p> <p>3.1 Write clearly and coherently, including an appropriate level of detail</p> <p>3.2 Present information in a logical sequence</p> <p>3.3 Use language, format and structure suitable for purpose and audience</p> <p>55-60%</p> <p>3.4 Use correct grammar, including correct and consistent use of tense</p> <p>3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear in more than one type of text.</p>

Level 2	<p><b>3 Writing</b></p> <ul style="list-style-type: none"><li>• <b>Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</b></li></ul> <p>3.1 Present information/ideas concisely, logically, and persuasively</p> <p>3.2 Present information on complex subjects clearly and concisely</p> <p>3.3 Use a range of writing styles for different purposes</p> <p>3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p> <p>55-60%</p> <p>3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p> <p>3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.</p>
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