

I Beginning	
IBa	sit correctly at a table holding a pencil comfortably and correctly
IBb	begin to form lower-case letters and 0-9 in the correct direction and orientation, starting and finishing in the right place
IBc	orientate writing correctly (top to bottom, left to right)
IBd	begin to leave finger spaces between words
IBe	link phonemes to graphemes to write simple CVC words
IBf	say out loud what you are going to write about and form it into a sentence
IBg	recognise letters and simple words and phrases that are used to convey meaning
IBh	use capital letters for your own name and the personal pronoun 'I'
IBi	join words/ideas with and e.g. fish AND chips
IBj	write simple sentences and phrases
IBk	begin to show an awareness of how full stops are used e.g. the end of a sentence
IBl	read your writing to the teacher so they can understand it
IBm	read aloud your writing clearly enough to be heard by your peers and the teacher
I Within	
IWa	form most letters with the correct orientation
IWb	spell words containing each of the 40+ phonemes already taught
IWc	spell most common tricky words
IWd	use the spelling rule for adding -s or -es as the plural marker for most nouns and the third person singular marker for verbs
IWe	use the prefix un-
IWf	use -ing, -ed, -er and -est where no change is needed in the spelling of root words
IWg	write from memory simple sentences dictated by the teacher using sounds to help and writing tricky words
IWh	use capital letters for the days of the week and the months of the year
IWi	use a capital letter for the names of people, places and the personal pronoun 'I'
IWj	use full stops and capital letters in some sentences
IWk	question marks or exclamation marks are used in some sentences occasionally WHAT +! sentences
IWl	begin to use story language, i.e. repetitive phrases and rhythmic language
IWm	sequence sentences to form short narratives
IWn	sequence ideas appropriately e.g. stories have a beginning, middle or end or instructions are in the correct order
IWo	begin to link some simple appropriate vocabulary to the context e.g. once upon a time, happily ever after
IWp	begin to use fronted adverbials appropriate to the context - First, then, next, after that, finally
IWq	include some interesting descriptive language e.g. for appearance, feelings, characters and settings
IWr	sometimes attempt to match sentence structures to purpose
IWs	use the grammatical terminology in English Appendix 2 in discussing their writing
IWt	writing can generally be read without mediation
IWu	re-read what you have written to check that it makes sense
I Surpassing	
ISa	form lower case letters correctly
ISb	begin to join some letters in a cursive script
ISc	use spaces between words that reflect the size of letters
ISd	learn to spell all common exception words for year 1
ISe	plan what you are going to write about
ISf	begin to show some features of the chosen genre
ISg	group related ideas together and say what you want to write, sentence by sentence
ISh	begin to use subordination to show time and reason e.g. when, because
ISi	use some features of written Standard English I was/they were he was/you were/It was/
ISj	question marks or exclamation marks are used in some sentences
ISk	use a range of connectives to make a compound sentence e.g. BOYS sentences
ISl	use an 'as a, like a' sentences to show SIMILES sentences
ISm	use 2A sentences - adjectives preceding a noun in a compound sentence
ISn	use LIST sentences - use 3 or 4 adjectives before the noun
ISo	use commas for list ING sentences
ISp	sustain writing for purpose and audience

2 Beginning	
2Ba	form lower-case letters of the correct size.
2Bb	form lower-case letters in the correct direction, starting and finishing in the right place
2Bc	form lower-case letters of the correct size relative to one another in some of their writing
2Bd	use spaces between words
2Be	begin to spell common exception words for year 2
2Bf	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
2Bg	plan what you are going to write about
2Bh	begin to show some features of the chosen genre
2Bi	write narratives about personal experiences and those of others (real/fictional/poetry)
2Bj	write about real events
2Bk	group related ideas together and say what you want to write, sentence by sentence
2Bl	use full stops and capital letters in some sentences
2Bm	question marks or exclamation marks are used in some sentences
2Bn	begin to use subordination to show time and reason e.g. when, because
2 Within	
2Wa	write lower case, capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
2Wb	use spacing between words that reflects the size of the letters
2Wc	spell words with contracted forms
2Wd	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
2We	spell many common exception words
2Wf	use simple, appropriate text features
2Wg	show an awareness of paragraphs
2Wh	use prepositions
2Wi	begin to choose words for effect
2Wj	use simple expanded noun phrases to describe and specify LIST SENTENCES
2Wk	use pronouns to avoid repetition
2Wl	start some sentences in different ways e.g. subjects; pronoun
2Wm	use sentences with different forms: statement, question, exclamation and command
2Wn	write simple, coherent narratives about personal experiences and those of others
2Wo	write about real events, recording these simply and clearly
2Wp	use full stops, capital letters and question marks mostly correctly
2Wq	use commas for list ING, ING, ING SENTENCES
2Wr	use or, and, but appropriately
2Ws	use when, if, that, or because' to subordinate clauses. Use IF, IF, THEN sentences.
2Wt	use the present and past tenses correctly and consistently
2Wu	proof-reading to check for errors in spelling, grammar and punctuation
2 Surpassing	
2Sa	use the diagonal and horizontal strokes needed to join some letters
2Sb	spell most common exception words
2Sc	add suffixes to spell longer words, incl: -ment, -ness, -ful, -less, -ly
2Sd	use the punctuation taught at key stage 1 mostly correctly
2Se	plan your writing by discussing and recording ideas
2Sf	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
2Sg	make adventurous word and language choices appropriate to the style and purpose of the text
2Sh	structure narrative and non-fiction writing but this may not be balanced
2Si	use different sentence starters
2Sj	use conjunctions within sentences 2 PAIRS SENTENCES
2Sk	use conjunctions at the beginning of sentences e.g. when, if
2Sl	distinguish between homophones and near homophones
2Sm	use determiners a/an correctly
2Sn	learn the possessive apostrophe (singular) [e.g. the girl's book]
2So	BOYS sentences - two part sentence
2Sp	begin to punctuate speech with inverted commas
2Sq	use an 'as a, like a' sentences to show SIMILES
2Sr	make simple additions, revisions and proof-reading corrections to their own writing

3 Beginning	
3Ba	use the diagonal and horizontal strokes to join letters most of the time
3Bb	plan your writing by discussing and recording ideas
3Bc	show some attempts to organise and group related ideas together (Paragraphs)
3Bd	structure narrative and non-fiction writing but this may not be balanced e.g. long beginnings and sudden endings
3Be	structure non-narrative material, using simple organisational devices
3Bf	use different sentence starters VERB, PERSON SENTENCE
3Bg	use conjunctions within sentences
3Bh	use conjunctions at the beginning of sentences e.g. when, if BOYS sentences
3Bi	use commas in lists ING, ING, ING SENTENCES
3Bj	use determiners a/an correctly
3 Within	
3Wa	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not-joined
3Wb	organise ideas in sections or paragraphs, to distinguish between information, events or processes (links between paragraphs may be unclear)
3Wc	begin to use technical language appropriate to text type
3Wd	make adventurous word and language choices appropriate to the style and purpose of the text SHORT SENTENCES 3 ED SENTENCES
3We	include a beginning, middle and end in narratives, with events sequenced logically and a resolution included
3Wf	use adverbs to add detail to actions DOUBLE LY SENTENCES
3Wg	in non-narrative material, use simple organisational devices [for example, headings and sub-headings]
3Wh	express viewpoint (opinion, attitude, position) but this may not be maintained
3Wi	use first and third person consistently
3Wj	choose tense appropriate for the text - type
3Wk	use commas when listing more detailed ideas 2 PAIRS SENTENCES
3Wl	use 'who' and 'that' appropriately
3Wm	use the present perfect form of verbs in contrast to the past tense
3Wn	use expanded noun phrases - AD, SAME AD SENTENCES
3Wo	use adverbs and prepositions to express time and cause e.g. after a while, eventually, because, the reason that, so
3Wp	choose vocabulary to engage the reader
3Wq	choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
3Wr	use and punctuate direct speech
3Ws	use most determiners correctly
3Wt	use capital letters correctly
3Wu	use full stops correctly
3Wv	use question marks correctly
3Ww	use commas for lists correctly
3Wx	use apostrophes for contraction correctly
3Wy	use colons for lists mostly correctly
3Wz	use apostrophes for possession mostly correctly
3 Surpassing	
3Sa	use paragraphs to organise narrative and nonfiction writing
3Sb	use a range of technical language
3Sc	use a range of descriptive language P.C SENTENCES EMOTION WORD, COMMA SENTENCES
3Sd	use a range of figurative language Use AS A LIKE A SENTENCES to show SIMILES
3Se	evaluate and edit work
3Sf	use commas after fronted adverbials e.g., Amazingly, she jumped over a fence Emotion word, (comma) sentences
3Sg	use and punctuate direct speech with inverted commas and other punctuation
3Sh	indicate possession by using the possessive apostrophe with plural nouns
3Si	build a progressively varied range of sentence structures, including complex sentences NOUN, WHICH/WHO/WHERE SENTENCE
3Sj	develop characters with some thoughts and feelings

4 Beginning	
4Ba	organise ideas in sections or paragraphs, to distinguish between information, events or processes (links between paragraphs may be unclear)
4Bb	begin to use a range of technical language
4Bc	use a range of descriptive language P.C SENTENCES EMOTION WORD, COMMA SENTENCES
4Bd	begin to use a range of figurative language - metaphors & personification Use AS A LIKE A SENTENCES to show SIMILES
4Be	make adventurous word and language choices appropriate to the style and purpose of the text SHORT SENTENCES
4Bf	use first and third person consistently
4Bg	create characters with some thoughts and feelings
4Bh	use adverbs to start sentences e.g. slowly, carefully, sometime later
4Bi	use and punctuate direct speech
4Bj	use expanded noun phrases - AD, SAME AD SENTENCES
4Bk	use a wider range of conjunctions within sentences
4 Within	
4Wa	use further prefixes and suffixes and understand how to add them
4Wb	spell further homophones
4Wc	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
4Wd	use paragraphs to organise narrative and nonfiction writing
4We	choose vocabulary to add interest P.C SENTENCES 3 BAD - DASH SENTENCES
4Wf	choose vocabulary to add clarity Description: details sentences
4Wg	choose vocabulary to introduce opinion and persuasion MANY QUESTIONS SENTENCES
4Wh	write well-paced events in narratives
4Wi	build a progressively varied range of sentence structures, including complex sentences NOUN, WHICH/WHO/WHERE SENTENCE
4Wj	write narrative with a build-up and problem/climax towards a defined ending
4Wk	proof-read for most spelling and most punctuation errors
4Wl	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although BOYS sentences
4Wm	use commas after fronted adverbials eg, <i>Amazingly, she jumped over a fence.</i> Emotion word, (comma) sentences
4Wn	indicate possession by using the possessive apostrophe with plural nouns
4Wo	use all determiners correctly 3 ED SENTENCES
4Wp	use and punctuate direct and reported speech with inverted commas and other punctuation
4Wq	use capital letters correctly
4Wr	use full stops correctly
4Ws	use question marks correctly
4Wt	use commas for lists correctly
4Wu	use apostrophes for contraction correctly
4Wv	use colons for lists mostly correctly
4 Surpassing	
4Sa	use paragraphs to signal a change of time, scene, action, mood or person
4Sb	use a range of connecting words and phrases appropriate to text type
4Sc	use some appropriate layout features to enhance organisation
4Sd	select interesting vocabulary to engage the reader
4Se	select appropriate / technical grammar and vocabulary to interest the reader
4Sf	show characters' thoughts, feelings and relationships ('show me don't tell me' and dialogue) O.I sentences
4Sg	describe settings and create atmosphere (e.g. dialogue, powerful verbs, short sentences, punctuation [ellipses / exclamation marks.]) Irony
4Sh	begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship Getting worse / getting better
4Si	identify the audience for and purpose of the writing

5 Beginning	
5Ba	use some appropriate layout features to enhance organisation
5Bb	select some interesting vocabulary to engage the reader
5Bc	use expanded noun phrases to add detail
5Bd	show characters' thoughts and feelings ('show me don't tell me' and dialogue) <i>O.I sentences 3_ed sentences (Yr4) Emotion work (Yr4)</i>
5Be	create characters with some interaction to reveal feelings
5Bf	describe settings and create atmosphere. (e.g. dialogue, powerful verbs, short sentences, punctuation [ellipses / exclamation marks.]) <i>Irony</i>
5Bg	use logical conjunctions in addition to those that signal time
5Bh	use causal conjunctions in addition to those that signal time
5Bi	extend and develop paragraphs usually around a topic, main point, event or idea
5Bj	begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship. <i>Getting worse / getting better</i>
5 Within	
5Wa	identify the audience for and purpose of the writing
5Wb	spell most words correctly, including common exception words from the year 3 & 4 spelling words
5Wc	use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, colon for a list, underlining)
5Wd	select appropriate / technical grammar and vocabulary to interest the reader
5We	start sentences in a variety of ways. (Range of fronted adverbials / Position of clauses)
5Wf	use paragraphs to signal a change of time, scene, action, mood or person
5Wg	use a range of connecting words and phrases appropriate to text type
5Wh	use a range of figurative language devices (e.g. similes, metaphors, and personification) <i>Personification of weather</i>
5Wi	ensure correct subject and verb agreement when using singular and plural.
5Wj	ensure the consistent and correct use of tense throughout a piece of writing
5Wk	understand and use the grammar for Year 5 in English Appendix 2
5Wl	use devices to build cohesion within and across paragraphs (adverbials of time, place, number / tense / pronoun use / conjunctions) <i>The more, the more</i>
5Wm	begin to use brackets, dashes or commas to indicate parenthesis. <i>Object / person sentences</i>
5Wn	indicate degrees of possibility using adverbs or modal verbs. <i>Imagine 3 examples</i>
5Wo	use the perfect form of verbs to mark relationships of time and cause
5Wp	edit, assess and improve their own and others writing by: <ul style="list-style-type: none"> - proposing changes to vocabulary and grammar (use a thesaurus) - considering purpose and audience. - ensuring tense accuracy
5Wq	use capital letters correctly
5Wr	use full stops correctly
5Ws	use question marks correctly
5Wt	use commas for lists correctly
5Wu	use apostrophes for contraction correctly
5Wv	use apostrophes for possession correctly
5Ww	use brackets mostly correctly
5Wx	use dashes for lists mostly correctly
5Wy	use colons for lists mostly correctly
5 Surpassing	
5Sa	handwriting is fluent, legible, joined and written with increasing speed
5Sb	manage the development of ideas across the text e.g. closing refers to the opening
5Sc	use pronouns, adverbials, connectives and subject specific vocabulary to develop cohesion between and within paragraphs. (Across a range of text types.)
5Sd	consistently select vocabulary to reflect shades of meaning
5Se	prepositional phrases
5Sf	use colons and semi colons in a list. <i>Tell: show 3; examples / When; when; when; then.</i>

6 Beginning	
6Ba	write for a range of purposes
6Bb	use paragraphs to organise ideas
6Bc	in narratives, describe settings
6Bd	in narratives, describe characters
6Be	in non-narrative writing, use simple devices to structure the writing
6Bf	use capital letters mostly correctly
6Bg	use full stops mostly correctly
6Bh	use question marks mostly correctly
6Bi	use commas for lists mostly correctly
6Bj	use apostrophes for contraction mostly correctly
6Bk	spell correctly most words from the year 3 / year 4 spelling list
6Bl	spell correctly some words from the year 5 / year 6 spelling list
6Bm	use legible handwriting
6 Within	
6Wa	spell correctly most words from the year 5 / year 6 spelling list
6Wb	maintain legibility in joined handwriting when writing at speed
6Wc	write effectively for a range of purposes and audiences
6Wd	select language that shows good awareness of the reader
6We	in narratives describe atmosphere
6Wf	integrate dialogue in narratives to convey character and advance the action
6Wg	select vocabulary that reflect what the writing requires, doing this mostly appropriately
6Wh	select grammatical structures that reflect what the writing requires, doing this mostly appropriately
6Wi	use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
6Wj	use a wide range of clause structures, sometimes varying their position within the sentence
6Wk	use verb tenses consistently and correctly throughout their writing
6Wl	use capital letters correctly
6Wm	use full stops correctly
6Wn	use question marks correctly
6Wo	use commas for lists correctly
6Wp	use apostrophes for contraction correctly
6Wq	use apostrophes for possession correctly
6Wr	use commas to clarify meaning or avoid ambiguity in writing
6Ws	use colons mostly correctly
6Wt	use semicolons mostly correctly
6Wu	use brackets mostly correctly
6Wv	use dashes for lists mostly correctly
6 Surpassing	
6Sa	write effectively for a range of purposes and audiences
6Sb	select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
6Sc	distinguish between the language of speech and writing and choose the appropriate register
6Sd	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
6Se	use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity