



Little Way Catholic
Educational Trust

Writing Standards Grids

Purpose of Revised Writing Assessment Framework

The following points outline the core intentions behind implementing a consistent writing assessment framework across all year groups within LWCET:

1. **Raise Standards in Writing**
To improve writing quality and consistency across all year groups and all schools by providing clear, consistent expectations broken into key annual milestones.
2. **Ensure a Consistent Whole-School Approach**
To establish a uniform approach to assessing writing, reducing variability between classes and key stages and across Trust.
3. **Reduce Teacher Workload**
To streamline assessment by aligning it with Insight Tracking objectives, thereby reducing duplication of work and to give a framework against which we can assess, over time, using technology to reduce workload.
4. **Provide a Clear Assessment Framework**
To give teachers a straightforward, year-by-year breakdown of expectations, allowing for consistency and clarity in judgments. Without needing to use guess-work to identify what ARE looks like in year groups where there is no statutory assessment framework.
5. **Smooth Progression Towards Age-Related Expectations (ARE) at KS2**
To ensure pupils progress steadily across year groups without disproportionate leaps in expectation, especially in the build-up to Year 6 statutory assessments.
6. **Enable Genuine Benchmarking Across Schools**
To allow schools to compare writing standards more accurately with others using the same assessment criteria so that CPD can be focused.

Agreed Use and Implementation

To ensure consistency and clarity in application, the following guidelines apply:

- **End-of-Year Expectation:**
Each year group's criteria represent what a pupil should meet **by the end of the academic year**.
- **Tracking Progress (Autumn/Spring):**
Judgments made at the end of Autumn and Spring terms reflect whether a child is **on track** to meet the end-of-year ARE. This applies equally to Working Towards (WT), Age-Related Expectation (ARE), and Greater Depth (GD).
- **End-of-Year ARE Judgments:**
For a child to be assessed as meeting ARE at the end of the Summer term:
 - **All criteria** must be met in that year group.
 - Exceptions (e.g., handwriting or spelling) may be permitted **only** if documented in **My Plan** or supported by additional professional evidence (e.g., external reports).
 - For EYFS, a **best-fit** approach will be applied.

Moderation Process

- **Selection of Case Study Pupils:**
At the end of Autumn term, each teacher will select **three pupils** to represent each attainment level (WT, ARE, GD). These same pupils will be followed and moderated throughout the year to:
 - Promote accountability,
 - Enable meaningful, consistent professional dialogue,
 - Guide tailored support strategies.
- **Planned Moderation Schedule:**
Moderation will occur **three times per year**, with all sessions conducted **online**.
- **Structure of Moderation Sessions:**
 - Each session will follow a **fixed agenda**.
 - Moderation will be facilitated by a **specialist in writing**.
 - The session will be split into two parts:
 1. **Moderation:** Comparing and assessing pupil work collaboratively.
 2. **CPD Clinic:** Professional development support, with targeted advice to improve classroom practice and address specific pupil needs to support teachers in helping their class meet difficult-to-meet objectives.

EYFS Writing Standards

Name and class:			
	Autumn	Spring	Summer
Working towards the expected standard: The pupil can:			
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor			
Give meaning to the marks they make as they draw, write, paint and type			
Write some letters accurately			
Write some or all of their name			
Begin to write sentences in which some words are spelt correctly, and others are phonetically plausible			
Show an awareness of capital letters at the beginning of a sentence and a full stop at the end of a sentence			
Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother			
Writing initial sounds e.g. m for mummy			
Working at the expected standard: The pupil:			
Can form most lower-case letters correctly			
Can hold a pencil correctly in preparation for fluent writing using the tripod grip in almost all cases			
Can write simple phrases and sentences that can be read by others			
Can write short sentences with words with known sound-letter correspondences			
Can spell words by identifying sounds in them and representing the sounds with a letter or letters			

Year One Writing Standards

Name and class:				
		Autumn	Spring	Summer
Below the expected standard: The pupil can:				
Please refer to Development Matters for guidance https://www.gov.uk/government/publications/development-matters--2				
Working towards the expected standard: The pupil can:				
Can write simple sentences which can be read by themselves and others				
Can use capital letters for their name and the personal pronoun /				
Can use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible				
Can spell some Year 1 common exception words				
Can spell some suffixes from the year 1 spelling patterns [see National Curriculum]				
Can form many letters with the correct starting and finishing point – size may vary				
Can begin to space words accurately				
Working at the expected standard: The pupil:				
Transcription	Can spell words containing each of the 40+ phonemes already taught			
	Can spell most Y1 common exception words and days of the week accurately			
	Can name letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.			
	Can use the prefix 'un'			
	Can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs			
	Can add the suffixes: ing, ed, er and est to root words			
	Can divide words into syllables			
	Can understand compound words (two words joined together) e.g. football			
	Can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			
Handwriting	Can sit correctly at a table, holding a pencil comfortably and correctly			
	Can begin to write lower case letters and capital letters in the correct direction starting and finishing in the right place			
	Can form capital letters			
	Can form digits 0-9			

	Can understand which letters belong to which handwriting 'families' and then practise these.			
Composition	Can re-read their writing to check it makes sense			
	Can write a sentence by saying aloud what they are going to write about and compose a sentence orally before writing it.			
	Can write sentences sequenced in order to create short narratives and non-fiction texts			
	Can discuss what they have written with the teacher and other pupils and read aloud their writing clearly enough to be heard by their peers and teacher.			
Vocabulary, grammar and punctuation	Can accurately use finger spaces			
	Can use the joining word (conjunction) 'and' to link ideas and sentences			
	Can accurately use capital letters for names, places, the days of the week and the personal pronoun 'I'			
	Can begin to accurately use full stops to end sentences			
	Can begin to accurately use question marks			
	Can begin to accurately use exclamation marks			
Working at greater depth within the expected standard: The pupil can:				
	Can use adjectives to describe			
	Can use simple co-ordination to link and extend sentences			
	Can write simple and coherent narratives about personal experiences and those of others			
	Can accurately use full stops to end sentences			
	Can accurately use question marks			
	Can accurately use exclamation marks			
	Can consistently use their Phase 2, Phase 3 , Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly			

Year Two Writing Standards

Name and class:				
		Autumn	Spring	Summer
Below the expected standard: The pupil can:				
Please refer to Pre-Key Stage documents for guidance. https://www.gov.uk/government/publications/pre-key-stage-1-standards				
Working towards the expected standard: The pupil can:				
Can identify and write the 40+ graphemes.				
Can write sentences that are sequenced to form a short narrative (real or narrative)				
Can demarcate some sentences with capital letters and full stops.				
Can segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.				
Can spell some common exception words.				
Can form most lower-case letters in the correct direction, starting and finishing in the right place.				
Can form most lower-case letters of the correct size relative to one another in some of the writing.				
Can use spacing between words.				
Working at the expected standard: The pupil:				
Transcription	Can segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at spelling others.			
	Can learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling including a few common homophones (see National Curriculum spelling for Year 2) https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf			
	Can spell most common exception words already taught.			
	Can use apostrophes for contraction and singular possession.			
	Can distinguish between homophones and near homophones.			
	Can add suffixes to spell most words correctly in their writing e.g. ment, ness, ful, less, ly.			
	Can spell words ending in 'tion'.			
	Can add vowel suffixes to root words ending in y, e or a single consonant letter after a single vowel letter.			
	Can write from memory simple sentences dictated by the teacher that include words using the GPC's common exception words and punctuation taught so far.			
Handwriting	Can form lower case letters, capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.			
	Can use spacing between words that reflects the size of the letters.			

	Can start to use some of the diagonal and horizontal strokes need to join letters and understand which letters when adjacent to one another are best left unjoined.			
Composition (Developing a positive attitude towards and a stamina for writing)	Can write simple coherent narratives about personal experiences and those of others real and fictional.			
	Can write about real events, recording these simply and clearly.			
	Can write poetry.			
	Can write for different purposes.			
	Can consider what they are going to write before beginning by: planning or saying aloud what they are going to write about; writing down ideas and or key words including key vocabulary; and encapsulating what they want to say sentence by sentence.			
	Can make simple additions revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; rereading to check that their writing makes sense; and that verbs to indicant time are used correctly and consistently including verbs in a continues form; and proof reading to check for errors in spelling, grammar and punctuation.			
	Read aloud what they have written with appropriate intonation to make the meaning clear.			
Vocabulary, grammar and punctuation	Can use present and past tense mostly correctly and consistently including the progressive form			
	Can form nouns using suffixes and by compounding can form adjectives by using suffixes (see National Curriculum spelling for Year 2 - https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)			
	Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.			
	Can use expanded noun phrases for description and specification			
	Can understand how the grammatical patterns in a sentence indicate its function as a statement, command, exclamation and question.			
	Can use commas in a list.			
	Can demarcate most sentences with capital letters and full stops and with some use of question marks when required.			
Working at greater depth within the expected standard: The pupil can:				
	Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.			
	Can make relevant and purposeful additions, revisions and proof-reading corrections to their own writing.			
	Can use the punctuation taught at Key Stage 1 correctly and for effect.			
	Can spell all common exception words.			
	Can use the diagonal strokes needed to join letters in most of their writing.			
	Can read their writing aloud with an awareness of the audience			

Year Three Writing Standards				
Name and class:				
		Autumn	Spring	Summer
Below the expected standard: The pupil can:				
Please refer to Pre-Key Stage documents for guidance. https://www.gov.uk/government/publications/pre-key-stage-1-standards https://www.gov.uk/government/publications/pre-key-stage-2-standards				
Working towards the expected standard: The pupil can:				
Can use simple co-ordination (or/and/but) and some subordination (when/if/that/because/ to join clauses)				
Can write in a range of non-narrative forms with some coherence				
Can write simple coherent narratives				
Can 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				
Can spell many common exception words				
Can use their phonological awareness to spell many words relating to the Key Stage 1 programme of study correctly				
Can begin to use the diagonal and horizontal strokes needed to join letters in some of their writing				
Can 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: The pupil:				
Transcription	Can use further prefixes and suffixes correctly (see National Curriculum spelling appendix Y3/4) https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf			
	Can spell some Y3/4 homophones and near homophones correctly			
	Can spell all common exception words correctly (KS1 and Y3)			
	Can spell many words correctly from the Y3/4 spelling list			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell words containing the graphemes referenced in the National Curriculum spelling appendix – y (myth), ou (young), sure (measure), sion (division), ion and ian (intervention and magician), ch (chemist), ch (chef), gun (tongue) and que (unique) sc (science) and ei, igh, ey (vein, weigh and they)			
	Can use the first two or three letters of a word to check its spelling in a dictionary			
	Can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far			
Handwriting	Can use the diagonal and horizontal strokes needed to join some letters			
Composition	Can plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from			

	its structure, vocabulary and grammar; discussing and recording ideas.			
	Can draft and write by: composting and rehearsing sentences orally, progressively building a rich vocabulary and an increasing range of sentence structures; organising paragraphs around a theme			
	Can begin to create settings, characters and plot in narrative			
	Can begin to use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately			
	Evaluate and edit by: assessing the effectiveness of their own and others writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences.			
	Can begin to proof read for spelling and punctuation errors			
	Can read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
	Can read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Vocabulary, grammar and punctuation	Can form nouns using a range of prefixes			
	Can maintain Standard English forms, e.g. using <i>a/an</i> correctly			
	Can begin to show an understanding of word families based on common words showing how words are related in form and meaning.			
	Can sequence ideas using adverbs of time, manner or place			
	Can use prepositions to express place and time			
	Can use a range of co-ordinating and subordinating conjunctions			
	Can begin to organise their writing into paragraphs around a theme			
	Can use inverted commas in direct speech			
	Can use the full range of punctuation taught at key stage 1 (commas in list, apostrophes for possession) and in Y3 mostly correctly			
	Can write expanded noun phrases which are relevant and add meaningful details (adjectives are often used appropriately for precision, clarity and impact)			
	Can use simple adverbials and pronouns to link some sentences and sections of writing, beginning to use commas after fronted adverbials			
	Can use apostrophes for singular and plural possession with increasing confidence			
Working at greater depth within the expected standard: The pupil can:				
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;) drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure)				
Can use dialogue sparingly so it effectively adds detail to the writing				
Can use a range of precise vocabulary to engage the reader (nouns, verbs and adjectives)				
Can produce legible joined handwriting				

Year Four Writing Standards				
Name and class:				
		Autumn	Spring	Summer
Below the expected standard: The pupil can:				
Please refer to Pre-Key Stage documents for guidance. https://www.gov.uk/government/publications/pre-key-stage-1-standards https://www.gov.uk/government/publications/pre-key-stage-2-standards				
Working towards the expected standard: The pupil can:				
Can begin to organise their paragraphs around a theme				
Can write for a range of purposes				
Can begin to create settings, characters and plot in narratives				
In non-narrative writing use simple devices to structure the writing and support the reader e.g. headings.				
Can use a variety of sentence types appropriately, including sentences with more than 1 clause				
Can use a range punctuation taught up to and including year 2 correctly and some of the punctuation taught in year 3 and year 4				
Can maintain the correct tense throughout a piece of writing in most pieces of writing				
Can use subordinate clauses accurately				
Can write legibly and in a joined style				
Can spell some words correctly from the Y3/Y4 spelling list				
Can begin to proof-read for spelling and punctuation errors				
Working at the expected standard: The pupil:				
Transcription	Can use further prefixes and suffixes correctly (see National Curriculum spelling appendix Y3/4) https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf			
	Can spell all Y3/4 homophones and near homophones correctly			
	Can spell all common exception words correctly (KS1 and Y3/4)			
	Can spell most words correctly from the Y3/4 spelling list			
	(From school's own scheme) Can spell words containing the graphemes referenced in the National Curriculum spelling appendix – y (myth), ou (young), sure (measure), sion (division), ion and ian (intervention and magician), ch (chemist), ch (chef), gun (tongue) and que (unique) sc (science) and ei, igh, ey (vein, weigh and they)			
	Can use first two or three letters of word to check its spelling in a dictionary			
	Can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far			
Handwriting	Can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].			

Composition (Developing a positive attitude towards and a stamina for writing)	Can plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.			
	Can draft and write by: composting and rehearsing sentences orally, progressively building a rich vocabulary and an increasing range of sentence structures; organising paragraphs around a theme			
	Can create settings, characters and plot in narrative			
	Can use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately			
	Evaluate and edit by: assessing the effectiveness of their own and others writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences			
	Can proof read for spelling and punctuation errors			
	Can read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear			
Vocabulary, grammar and punctuation	Can form nouns using prefixes			
	Can maintain Standard English forms correctly, e.g. <i>I was</i> (not <i>I were</i>), <i>should have</i> (not <i>should of</i>), <i>ours</i> (not <i>ares</i>)			
	Can show an understanding of word families based on common words showing how words are related in form and meaning			
	Can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)			
	Can use present, past, progressive and perfect tense verb forms accurately			
	Can mostly accurately use apostrophes for singular and plural possession with increasing confidence			
	Can organise their writing into paragraphs around a theme			
	Can use inverted commas in direct speech			
	Can 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)			
	Can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases			
	Can extend variation of sentence structures and use fronted adverbials accurately			
	Working at greater depth within the expected standard: The pupil can:			
	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)			
	Can consistently use dialogue sparingly so that it effectively adds detail to the writing			
	Can consistently use a range of conjunctions to support cohesion within the writing			
	Can use a range of precise vocabulary (nouns, verbs and adjectives)			
	Can 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			
	Can consistently produce legible joined handwriting			
	Can spell most Y3/4 words correctly			

Year Five Writing Standards				
Name and class:				
		Autumn	Spring	Summer
Below the expected standard: The pupil can:				
Please refer to Pre-Key Stage documents for guidance. https://www.gov.uk/government/publications/pre-key-stage-1-standards https://www.gov.uk/government/publications/pre-key-stage-2-standards				
Working towards the expected standard: The pupil can:				
Can use paragraphs to organise ideas				
Can write for a range of purposes				
Can write a range of non-fiction texts that are well-structured with appropriate genre-specific layout devices				
Can spell most words correctly from the Y3/4 spelling list and some from the Y5/6 spelling list				
Can describe settings and characters including expanded noun phrases and adverbials				
Can use a range of the punctuation taught including all of Year 2 and some of the Year 3 and 4 punctuation				
Can write legibly with some joins				
Can use present and past tense mostly correctly and consistently				
Can use co-ordinating and subordinating conjunctions				
Can use adverbs to express time				
Can use prepositions to express place and time				
Working at the expected standard: The pupil:				
Transcription	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell suffixes tious/cious; cial/tial; ant/ance/ancy; ation; ent/ence/ency; able/ably; ible/ibly			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can add vowel suffixes to words ending in 'fer'			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell words with the ee sound spelt ei after the c			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell words with the letter string ough			
	Can spell words with silent letters			
	Can spell homophones and other words that are often confused			
	Can begin to use their knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.			
	Can spell correctly some words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
	Can begin to use a thesaurus			
Handwriting	Can maintain legibility in joined handwriting when writing at speed			
Composition	Can mostly write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings,			

	characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)			
	Can begin to draw on reading and research to develop their initial where necessary			
	Can begin to consider how authors have developed characters and settings in what they have read, listened to, or seen performed; then use this to inform their writing			
	Can begin 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)			
	Can begin to integrate dialogue in narratives to convey character and advance the action			
	Can précis long paragraphs.			
	Can begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
	Can use further organisational and presentational devices to structure texts and to guide the reader			
	Can evaluate and edit by: assessing the effectiveness of their own and others writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			
	Can use verb tenses consistently and correctly throughout their writing			
	Can begin to use correct subject and verb agreement when using singular or plural distinguishing between the language of speech and writing and choosing the appropriate register			
	Can proof read for spelling and punctuation errors			
	Can begin to perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.			
	Can use passive verbs to affect how information is presented			
Vocabulary, grammar and punctuation	Can begin to use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)			
	Can begin to understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form			
	Can understand how words are related by meaning as synonyms and antonyms			
	Can use modal verbs to suggest degrees of possibility			
	Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun			
	Can begin to use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points			
Working at greater depth within the expected standard: The pupil can:				
	Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
	Can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes			
	Can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace			

Year Six Writing Standards				
Name and class:				
		Autumn	Spring	Summer
Below the expected standard: The pupil can:				
Please refer to Pre-Key Stage documents for guidance. https://www.gov.uk/government/publications/pre-key-stage-1-standards https://www.gov.uk/government/publications/pre-key-stage-2-standards				
Working towards the expected standard: The pupil can:				
Can write for a range of purposes				
Can use paragraphs to organise ideas				
Can describe settings and characters in narratives including expanded noun phrases and adverbials				
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
Can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession mostly correctly				
Can spell correctly most words from the year 3 / year 4 spelling list,				
Can spell correctly some words from the year 5 / year 6 spelling list				
Can write legibly.				
Working at the expected standard: The pupil:				
Transcription	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell suffixes tious/cious; cial/tial; ant/ance/ancy; ation; ent/ence/ency; able/ably; ible/ibly			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can add vowel suffixes to words ending in 'fer'			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell words with the ee sound spelt ei after the c			
	(LINKED TO INDIVIDUAL SCHOOLS SPELLING PROGRESSION) Can spell words with the letter string ough			
	Can spell words with silent letters			
	Can spell homophones and other words that are often confused			
	Can use their knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.			
	Can 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			
	Can use a thesaurus effectively			
Handwriting	Can maintain legibility in joined handwriting when writing at speed			
Composition	Can write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)			
	Can draw on reading and research to develop their initial where necessary			
	Can consider how authors have developed characters and settings in what they have read, listened to, or seen performed; then use this to inform their writing			

	Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative)			
	Can integrate dialogue in narratives to convey character and advance the action			
	Can précis long paragraphs.			
	Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
	Can accurately use further organisational and presentational devices to structure texts and to guide the reader			
	Can evaluate and edit by: assessing the effectiveness of their own and others writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			
	Can use verb tenses consistently and correctly throughout their writing			
	Can use correct subject and verb agreement when using singular or plural distinguishing between the language of speech and writing and choosing the appropriate register			
	Can proof read for spelling and punctuation errors			
	Can perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear			
Vocabulary, grammar and punctuation	Can use passive and active verbs to affect how information is presented			
	Can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)			
	Can understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form			
	Can understand how words are related by meaning as synonyms and antonyms			
	Can use modal verbs to suggest degrees of possibility			
	Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun			
	Can use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points			
Working at greater depth within the expected standard: The pupil can:				
	Can 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)			
	Can distinguish between the language of speech and writing and choose the appropriate register			
	Can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
	Can 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			