

Writing Expected Standards

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	Composition and purpose	Organisation and style	Technical aspects
PRE EXPECTED STANDARD	<ul style="list-style-type: none"> ▪ Write their own name and a few other simple words correctly from memory ▪ Copy letter forms, e.g. labels and/or captions for pictures or for displays. ▪ Differentiate between letters and symbols ▪ Produce letters and words relating to familiar objects and own name ▪ Attempts to write short sentences in meaningful contexts ▪ Think about and discuss what they are going to write 	<ul style="list-style-type: none"> ▪ Continue a rhyming string ▪ Communicate & present ideas pictorially on screen ▪ Think about & say what they are going to write ▪ Begin to be aware of story language and structure ▪ Uses some conventions of print e.g. left to right & top to bottom ▪ Leaves spaces between words and/or groups of letters 	<ul style="list-style-type: none"> ▪ Can segment the sounds in simple words and blend together ▪ Link sounds to letters, naming and sounding the letters of the alphabet ▪ Know initial phoneme in own name ▪ Upper & lower case letters may be mixed randomly ▪ Hold a pencil effectively ▪ Know shapes and sounds of letters important to them ▪ Show increasing control of mark making ▪ May experiment with full stops

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RECEPTION/EYFS EXPECTED STANDARD 5/6 POINTS	<ul style="list-style-type: none"> ▪ Write simple sentences which can be read by themselves and others ▪ Write simple familiar words when communicating ▪ Put the words of a sentence in the correct order ▪ Show awareness of the sequence of letters, symbols & words, e.g. selecting & linking symbols together, writing own name & a few two other simple words correctly from memory. ▪ Can state a purpose for own writing ▪ Begin to use resources e.g. word banks to support independent writing ▪ Dictate a simple sentence ▪ Show awareness of different purposes e.g. letters, lists, stories or instructions 	<ul style="list-style-type: none"> ▪ Think about & discuss what they are going to write ▪ Use vocabulary that reflects book experience and own experiences ▪ Begin to suggest some alternatives for words ▪ Begin to use some story language in own writing e.g. <i>Once upon a time</i> 	<ul style="list-style-type: none"> ▪ Use phonic knowledge to write words in ways which match their spoken sounds ▪ Can write some irregular common words ▪ Some words are spelt correctly and others are phonetically plausible ▪ Write some simple words from the high frequency word list ▪ Write name with appropriate use of upper/lower case letters ▪ Know shape and sound of letters ▪ Can write initial and dominant phonemes in words ▪ Leave spaces between words and/or groups of letters ▪ Form some commonly used letters using the correct sequence of movement ▪ Begin to use capital letters and full stops in a simple sentence ▪ Begin to use a capital letter for the pronoun 'I' ▪ Experiment with some punctuation marks which they have encountered

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YEAR 1 EXPECTED STANDARD 10 POINTS	<ul style="list-style-type: none"> ▪ Write sentences by saying out loud what they are going to write ▪ Compose a sentence orally before writing ▪ Sequence sentences to form short narratives ▪ Re-read what they have read to ensure it makes sense ▪ Discuss what they have written with adults and peers ▪ Read aloud their writing so they can be clearly heard ▪ Use information & ideas from own experience as basis for writing ▪ Writing can be largely read without mediation ▪ Compose & write simple sentences independently to communicate meaning ▪ Begin to write for familiar audiences ▪ Begin to show consistency in basic narrative & non-narrative forms, including use of person & tense ▪ Write about main events in a familiar story ▪ Label information appropriately ▪ Write captions in the form of simple statements ▪ Write two-step instructions ▪ Write about main events in a recount based on own experience or role-play 	<ul style="list-style-type: none"> ▪ Leave spaces between words ▪ Join words and clauses using 'and' ▪ Create & sequence simple pictures & captions on screen ▪ Begin to sequence simple sentences to form short narratives ▪ Use recognisable words & simple statements ▪ Begin to incorporate new vocabulary into their writing ▪ Develop their awareness of grammatical structures ▪ Write some compound sentences ▪ Use simple conjunctions other than 'and' ▪ Write both statements & questions ▪ Compose sentences using adjectives 	<ul style="list-style-type: none"> ▪ Spell words containing each of the 40+ phonemes taught ▪ Can recognise and write the first 100 high frequency words ▪ Spell common exception words and days of the week ▪ Can name the letters of the alphabet in order ▪ Use letter names to distinguish between alternative spellings of the same sound ▪ Use the spelling rule for adding s/es to plurals and the third person singular marker for verbs ▪ Use the prefix un ▪ Use ing, ed, er and est where the root is not affected ▪ Apply simple spelling rules ▪ Write from memory dictated simple sentences that include words using GPC and common exception words taught ▪ Apply phonic knowledge & skills to spelling unfamiliar words that are not completely decodable ▪ Begin to use capital letters, full stops, question marks and exclamation marks ▪ Use a capital letter for proper nouns ▪ Use a comfortable & efficient pencil grip and sit correctly ▪ Form & orientate all lower-case letters correctly ▪ Form all capital letters and digits 0-9 ▪ Join all letters correctly ▪ Identify constituent parts of 2- and 3- syllable words to support the application of phonic knowledge & skills ▪ Spell some common monosyllabic words correctly

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YEAR 2/KS1 EXPECTED STANDARD 15 POINTS	<ul style="list-style-type: none"> ▪ Plan writing by noting down ideas and/or key words, including new vocabulary ▪ Plan with reference to form & features of specific text types ▪ Write down ideas and/or key words, including new vocabulary before they write ▪ Write narratives about personal experience and those of others (real and fictional) ▪ Develop writing for different purposes including writing about real events and poetry ▪ Evaluate their writing with the teacher and other pupils ▪ Re-read during & after writing to ensure the writing makes sense and for errors in spelling, grammar and punctuation ▪ Read aloud what they have written with appropriate intonation to make the meaning clear ▪ Begin to identify success criteria to evaluate writing ▪ Write stories with a beginning, middle & end ▪ Show some variety in story openings ▪ Begin to develop characters by describing their feelings ▪ Show some awareness of reader & some detail to engage reader 	<ul style="list-style-type: none"> ▪ Use sentences with forms (statements, questions, exclamations and commands) ▪ Using some expanded noun phrases to describe and specify ▪ Use coordination (or/and/but) and subordinating conjunctions (when/if/that/because) ▪ Use present and past tense correctly and consistently including the progressive form ▪ Draw on and use new vocabulary ▪ Use some features of written Standard English ▪ Write simply structured sentences with some variation in openings ▪ Use a range of time conjunctions and begin to use simple causal conjunctions e.g. because, so ▪ Writing draws generally on written language ▪ Compose sentences using adjectives and adverbs ▪ Sustain form & features in narrative & non-narrative, including use of person and tense 	<ul style="list-style-type: none"> ▪ Segment words into phonemes and represent these by graphemes, spelling many correctly ▪ Spell common exception words ▪ Spell words with contracted forms ▪ Add suffixes to spell some longer words including: ment, ness, ful, less, ly ▪ 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 ▪ Distinguish between homophones and near-homophones ▪ Demarcates sentences with capital letters & full stops, question marks & exclamation marks ▪ Use commas for lists, apostrophes for contractions and the possessive apostrophe (singular) ▪ Letters consistent in size, orientation and to each other. ▪ Join letters in their writing ▪ Use appropriate spacing between words ▪ Spelling is phonetical plausible ▪ Spell a range of prefixes & suffixes, understanding how they modify meaning & spelling ▪ Spell common monosyllabic words accurately ▪ Spell high & some medium frequency words

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YEAR 3 EXPECTED STANDARD 18 POINTS	<ul style="list-style-type: none"> ▪ Plan writing and its structure by noting down ideas and/or key words, including new vocabulary ▪ Use success criteria to evaluate writing and begin to edit work in relation to the criteria ▪ Edit work to check that it makes sense and for errors in spelling, grammar and punctuation ▪ Write narrative & non-narrative texts using structures of different text types, which is mostly consistent in purpose, person & tense ▪ Make & use simple notes from relevant texts ▪ Use story elements such as setting, story language & structures & show some consistency in characters ▪ Use beginning, middle & end to write narratives in which events are sequenced logically & conflicts resolved, not necessarily well paced 	<ul style="list-style-type: none"> ▪ Begin to vary sentence structure to interest reader e.g. use of prepositions, fronted openers ▪ Write simple & compound sentences & use subordinating and coordinating conjunctions in relation to time, reason and cause ▪ Compose sentences using a wider range of adjectives, adverbs, verbs & nouns to interest the reader ▪ Begin to organise ideas and events logically & clearly in sections in narrative & non-narrative texts ▪ Begin to use simile and metaphor ▪ Begin to use personification and 'show not tell' ▪ Begin to use more adventurous words and language choices, although may not always be appropriate 	<ul style="list-style-type: none"> ▪ Spell simple plurals accurately e.g. s, es, ies ▪ Spell accurately common homophones ▪ Spell all words with contracted forms accurately ▪ Demarcate most sentences using capital letters, full stops, question marks, exclamation marks, apostrophes & use commas to separate items in a list ▪ Begin to use commas after a fronted clause and before a coordinating conjunction in a compound sentence ▪ Write with consistency in the size & proportion of letters & spacing within & between words ▪ Spell most words from year 3-4 word list ▪ Spell less common alternative graphemes including trigraphs ▪ Use an ellipsis for a range of purposes

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YEAR 4 EXPECTED STANDARD 21 POINTS	<ul style="list-style-type: none"> ▪ Choose appropriate way to plan and make notes ▪ In narratives, create settings, character and plot ▪ Assess the effectiveness of their own and others' writing and suggest improvements ▪ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns ▪ Proof-read writing for spelling and punctuation errors ▪ Read aloud writing using appropriate intonation and controlling the tone and volume so that the meaning is clear ▪ Know some differences between Standard and non-Standard English ▪ Evaluate & edit writing based on identified success criteria, audience & purpose ▪ Use different ways to plan & note make e.g. bullet points, diagrams ▪ Begin to adapt writing to be concise & clear ▪ Make decisions about form & purpose ▪ Apply elements such as setting, dialogue, characterisation, story language & structures ▪ Use beginning, middle & end to write narratives in which events are sequenced logically, showing an awareness of pace, & conflicts resolved ▪ Write narrative & non-narrative texts using structures & forms of different text types 	<ul style="list-style-type: none"> ▪ Organise paragraphs around a theme ▪ In non-narrative, use simple organisational devices ▪ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns ▪ Extend sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ Use the correct form of verbs in contrast to the past or present tense ▪ Use conjunctions, adverbs and prepositions to express time and cause ▪ Use fronted adverbials ▪ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ Begin to use complex sentences as well as simple & compound sentences ▪ Begin to use some examples of impersonal language in non-narrative ▪ Make adventurous word & language choices generally appropriate to style/purpose of text ▪ Select & use a range of technical and descriptive vocabulary (e.g. simile, personification, rhetorical questions etc.) and consider language impact on the reader 	<ul style="list-style-type: none"> ▪ Recognise a range of prefixes & suffixes, understanding how they modify meaning & spelling, & how they assist in decoding long complex words ▪ Distinguish the spelling & meaning of homophones ▪ Spell words that are often misspelt ▪ Use the possessive apostrophe for regular plurals and in words with irregular plurals ▪ Use the first few letters of a word to check its spelling in a dictionary ▪ Use dictionaries efficiently ▪ Have legible, consistent handwriting ▪ Proof read for spelling and punctuation errors ▪ Use a comma after fronted adverbials and before coordinating conjunctions ▪ Use possessive apostrophe with plural nouns ▪ Punctuate direct speech ▪ Spell unfamiliar words using known conventions including grapheme-phoneme correspondences & morphological rules ▪ Spell all words from year 3/4 word list correctly ▪ Spell common polysyllabic words accurately ▪ Begin to use commas to mark clauses ▪ Use indefinite article a/an accurately

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YEAR 5 EXPECTED STANDARD 24 POINTS	<ul style="list-style-type: none"> ▪ Make sensible decisions about which notes are most relevant & how content should be ordered ▪ Edit for audience & purpose, justifying choices and produce final form mostly matched to needs of identified reader ▪ Begin to adapt form & content to audience & purpose ▪ Writing is beginning to engage the reader through empathising with characters, being well paced, language selection and organisation ▪ Vary conflicts & endings in narrative ▪ Use of Standard English mostly consistent including subject/verb agreement ▪ Begin to address reader through commentary & questions to challenge reader's thinking ▪ Begin to vary sentences to enhance meaning & pace ▪ Begin to show imagination through use of language to create emphasis, humour, atmosphere or suspense 	<ul style="list-style-type: none"> ▪ Organise texts into paragraphs around a theme to distinguish between different information, events or processes ▪ Some use of modal verbs evident ▪ Show relationships of time, reason & cause, through conjunctions & use of relative and subordinate clauses ▪ Begin to choose & combine words, images & other features for particular effects ▪ Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition ▪ Extended noun phrases are used to add detail ▪ Clarify meaning & point of view by using varied sentence structure (phrases, clauses & adverbials) ▪ Select words & phrases in order to write effectively in both narrative & non-narrative forms ▪ Vocabulary choices are matched to the subject ▪ Mostly use impersonal language in non-narrative ▪ Begin to make a generalisation e.g. use 'always,' 'often' ▪ Organise & extend ideas logically & clearly, but it may not be sustained 	<ul style="list-style-type: none"> ▪ Spell a wider range of polysyllabic words accurately ▪ Spell common misspelt words ▪ Punctuate sentences accurately ▪ Commas for fronted clause and before coordinating conjunctions in compound sentences are accurate ▪ Spell words containing unstressed vowels ▪ Spell most words accurately from the year 5/6 list ▪ Begin to spell words with 'silent' letters ▪ Use commas to mark clauses with increasing accuracy ▪ Begin to adapt handwriting to specific purposes, e.g. printing, use of italics

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YEAR 6/KS2 EXPECTED STANDARD 27 POINTS	<ul style="list-style-type: none"> ▪ Plan writing by identifying audience for and purpose for the writing, selecting the appropriate form and using other similar models ▪ Plan efficiently, using a range of planning & note making formats, drawing on reading and research where necessary ▪ Create atmosphere and integrate dialogue to convey character and advance the action ▪ Consider how authors have developed characters and settings ▪ In narratives, describe settings, characters and atmosphere and intriguing dialogue to convey character and advance the action ▪ Assess the effectiveness of their own and others' writing ▪ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ Ensure the consistent and correct use of tense ▪ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register ▪ Proof-read for spelling and punctuation errors ▪ Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear ▪ Use Standard English consistently 	<ul style="list-style-type: none"> ▪ Use a range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs ▪ Use passive and modal verbs mostly appropriately ▪ Use modal verbs or adverbs to indicate degrees of possibility ▪ Use a wide range of clause structures, sometimes varying their position within the sentence ▪ Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision ▪ Select the appropriate grammar and vocabulary to reflect the level of formality required, and understanding how choices can change and enhance meaning ▪ Précis longer passages ▪ Use organisational and presentational devices to structure text and guide the reader (e.g. headings, underlining) ▪ Use the perfect form of verbs to mark relationships of time and cause ▪ Use relative clauses with an implied relative pronoun ▪ Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms ▪ Mostly use well-chosen phrases e.g. adverbials & adventurous vocabulary to contribute to effectiveness of writing ▪ Use figurative language effectively 	<ul style="list-style-type: none"> ▪ Spell words correctly from the year 5/6 word list ▪ Use prefixes and suffixes and understand rules for adding them ▪ Spell words with silent letters ▪ Distinguish between homophones and other words which are often confused ▪ Use dictionaries to check the spelling and meaning of words ▪ Use a thesaurus ▪ Proof-read for spelling and punctuation errors ▪ Use inverted commas, commas for clarity and punctuation correctly, and make correct use of semi-colons, dashes, colons and hyphens ▪ Use brackets, dashes or commas to indicate parenthesis ▪ Punctuate bullet points consistently ▪ Maintain legible, fluent handwriting at speed ▪ Use different styles of handwriting for different purposes with a range of media, developing a consistent & personal legible style ▪ Know & use less common prefixes & suffixes such as cial, tial, ance, able

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WORKING BEYOND YEAR 6 EXPECTED STANDARD	<ul style="list-style-type: none"> ▪ In non-fiction writing, writing is coherent and gives clear point of view, taking account of different perspectives ▪ Vary the pace & develop, balance and maintain the viewpoint, through the use of direct & reported speech, portrayal of action & selection of detail ▪ Ideas are developed through controlled use of elaboration, normalisation and imaginative detail ▪ Develop the range of narrative devices for effect e.g. oxymoron, irony, synecdoche, hyperbole, idioms, cliché ▪ Able to write with confidence and imagination ▪ In non-fiction writing, convincing viewpoint (not necessarily their own) maintained in order to influence the reader ▪ Express subtle distinctions of meaning, including hypothesis, speculation & supposition, by constructing sentences in varied ways ▪ Reflect independently & critically on own writing, based on identified success criteria, & compare & evaluate against the writing of other authors ▪ Select & effectively use appropriate style & form to suit specific audience & purpose, drawing on knowledge of different texts & how to combine these successfully ▪ Show secure grasp of wider range of forms & styles & an ability to manipulate these effectively ▪ Use a range of narrative devices and sustain reader's interest through confident management of sequence, detail e.g. surprise, reflection on characters & actions ▪ Narrative pace is well controlled through reflection & commentary as well as dialogue, action & description ▪ Main characters have an inner voice which is shared with the reader ▪ A range of settings are well-depicted, realistic within text type & used effectively to engage reader & in which characters behave & respond realistically to changes in setting ▪ Use different narrative techniques to engage & entertain reader, e.g. flashbacks, sub-plots 	<ul style="list-style-type: none"> ▪ Range of vocabulary varied and ambitious, often judiciously chosen ▪ Sentence types deployed judiciously across the text to achieve purpose and overall effect, with rare loss of control ▪ Confident use of a range of sentence features to clarify and emphasise meaning ▪ A range of features clearly signal overall direction of the text for the reader ▪ Level of formality used for purpose and audience ▪ Within paragraphs cohesive devices contribute to emphasis and effect ▪ Adapt materials presented in particular ways for other mode(s)/ media with audience & purpose in mind & critically evaluate ▪ Vocabulary chosen for purpose and audience ▪ Know when/how to break/manipulate conventions in order to achieve specific effects ▪ Tense manipulated for effect 	<ul style="list-style-type: none"> ▪ Spelling is accurate ▪ Punctuation is accurate ▪ Use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere, or to sub-divide

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