

| Year 1 Writing | Transcription   |  | Composition  |   |
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|                | Spelling  | Handwriting  | Composition: structure and purpose   | Vocabulary, grammar and punctuation   |
| Emerging       | Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.  | Some letters are correctly formed and orientated, including lower case, capital letters and digits.  | Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.      | Write phrases, simple sentences or sentence-like structures, which can be partly understood.  |
|                | Spell words containing each of the phonemes taught so far.  | Capital letters formed correctly for own name and the personal pronoun 'I'.  |  | Often use 'and' to join words and clauses.  |
|                | Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, -ed, -er and –est where no change is made to the root word.   | Some spaces are left between words, although inconsistently.   | Attempt to write to the task.  | Talk about question marks and exclamation marks; begin to know their purpose  |
|                | Spell some common exception words in the YR 1 spelling appendix.  |  | Write simple phrases and sentences to form narratives based on real or fictional experiences.                      |   |
|                | Recognise and understand what a compound word is.   | Most letters sit on the line, sometimes with guidance.   | Orally compose and write simple poems, usually as a group.   | Use a capital letter for their name and for the personal pronoun 'I'.   |
|                | Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.  |  | With support, re-read writing to check it makes sense.   | With prompting, include adjectives to describe something.   |
|                | Name most letters of the alphabet; know some letter sequences in alphabetical order.  |  | Discuss own writing with others; make simple changes where suggested.  | Begin to use some features of Standard English, with prompting.   |
| Expected       | Write from memory, simple dictated sentences containing the GPCs and words taught so far.   | Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. | Compose sentences orally before writing; talk about where the sentence begins and ends.                            | Write sentences or sentence-like structures which can be clearly understood.  |
|                | Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.  |  |  |   |
|                | Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.   | Capital letters formed correctly for some names of people, places and the days of the week.  | Attempt to write appropriately to the task.  | Often use 'and' to join words and clauses.  |
|                | Spell most common exception words in the YR 1 spelling appendix.  |  | Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. | Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. |
|                | Recognise and spell a set of simple compound words.   | Some spaces are left between words, although inconsistent.   | Compose orally and write simple poems.   | Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.                        |
|                | Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.  | Most letters sit on the line correctly.  | Re-read writing to check it makes sense  | Sometimes include adjectives for description.   |
|                | Name the letters of the alphabet in order.  |  | Discuss own writing with others; make simple changes where suggested.  | Begin to use some features of Standard English e.g. I did.  |
| Exceeding      | Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.   | Most letters are correctly formed and orientated, including lower case, capital letters and digits.  | Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends.       | Write sentences which are usually grammatically accurate.   |
|                | Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.  |  | Write appropriately to the task.   | Experiment with a range of joining words.   |
|                | Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word; know how the affix affects the meaning of the word. | Capital letters formed correctly and appropriately, relative to lower case letters.  | Write sequences of accurate sentences to form narratives based on real or fictional experiences.                   | Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.  |
|                | Spell at least all the common exception words in the YR 1 spelling appendix.  | Spaces between words are appropriate in size.  | Orally compose and write a variety of simple poems, sometimes independently.                                       | Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.                                  |
|                | Recognise and spell a wide range of simple compound words.  | Letters sit on the line correctly.   | Re-read writing independently, to check it makes sense.  | Often include adjectives for description.   |
|                | Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.  | According to the school handwriting policy, some letters may be joined.  | Discuss own writing with others; make appropriate revisions.   | Use some features of Standard English e.g. I did, we were.  |

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|  | Name the letters of the alphabet in order, quickly and confidently. |  |
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| Year 2 Writing  | Transcription  |  | Composition  |  |
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|   | Spelling   | Handwriting  | Composition: structure and purpose   | Vocabulary, grammar and punctuation  |
| Emerging  | Write from memory simple dictated sentences which include familiar words and GPCs.                                       | Holds pencil correctly.  | Compose sentences orally. Use the drafting process to gather and write down ideas and key words.   | Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.                 |
|   |  | Writing is legible.  |  | Co-ordinate some sentences using and, or, but.   |
|   | Spell accurately most words containing previously taught phonemes.   | Letters and digits are mostly formed and orientated accurately, with some consistency in size.                       | Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.  | Use capital letters for some proper nouns and the personal pronoun 'I'.  |
|   | Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.                   | Uses spaces between words; attempts appropriate size to suit letters.  | Write about real events, sometimes maintaining form.   | Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.            |
|   | Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.          | Some letters are joined correctly, according to the school's handwriting approach.                                   | Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.  | Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.   |
|   | Spell some common homophones e.g. to, two; hear, here; blue, blew.   |  | Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go. | Begin to identify some of the following word classes: noun, adjective, verb and adverb.  |
| Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat. | Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.               |  |  |  |
| Expected  | Write from memory, simple dictated sentences which include familiar words and GPCs.                                      | Holds pencil correctly.  | Compose sentences orally. Use the drafting process to gather and write down ideas and key words.   | Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.  |
|   |  | Writing is legible.  |  | Co-ordinate sentences using and, or, but.  |
|   | Spell common decodable two and three syllable words which include familiar graphemes.                                    | All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. | Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.  | Sometimes use subordination e.g. when, if, because.  |
|   | Accurately spell words with suffixes-ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. |  | Write about real events, maintaining form and purpose.   | Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list. |
|   | Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.           |  | Compose orally and write poetry in a variety of forms.   | Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.                                      |
|   | Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.              | Some letters are joined correctly, according to the school's handwriting approach.                                   | Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.   | Identify word classes: noun, adjective, verb and adverb.   |
|   | Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. |  |  | Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.                             |
| Exceeding   | Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.        | Holds pencil correctly.  | Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.  | Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.                                  |
|   |  | Writing is legible.  |  | Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).                               |
|   | Attempt to spell more ambitious vocabulary.  | All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. | Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.   | Punctuate sentences mostly correctly, including capital letters, full stops, question marks and exclamation marks; commas in lists.                          |
|   | Spell all common exception words in the YR 2 spelling appendix accurately.   |  |  | Consistently use varied vocabulary to create detail and interest.  |
|   | Spell all common homophones in the YR 2 spelling appendix.   | Spacing is appropriate to the size of letters.   | Write about real events, independently maintaining form and purpose.   | Identify four word classes and select appropriate usage of word.   |

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|  | Spell most contractions accurately e.g. it's, can't, didn't; or to mark singular possession. | Appropriate letters are joined consistently, according to the school's handwriting approach. | Confidently and independently write poems which are effective, in a variety of forms. | Choose the past or present tense appropriately, including the progressive form. |
|  |  |  | Re-read writing and make revisions and additions, often without prompting.            | Consistently use appropriate features of Standard English.                      |

| YR 3 Writing  | Transcription   |  | Composition  |  |
|---|---|--|--|--|
|   | Spelling  | Handwriting  | Composition: structure and purpose   | Vocabulary, grammar and punctuation  |
| Emerging  | Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.                 | Writing is usually legible.  | Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.   | Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.  |
|   | Use knowledge of morphology to spell some words with prefixes e.g. un-, dis-, mis-.   | Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. | Write to suit purpose, and show some features of the genre being taught.   | Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses.  |
|   | Spell words with the suffixes: tion, -ation, -ly.   |  | Write sentences in sequence. Signal simple beginning, middle, ending.  | Begin to identify prepositions and understand what they are.   |
|   | Spell all the common homophones from the YR 2 spelling appendix e.g. one/won, sun/son.  | Writing is sometimes appropriately spaced.   | With scaffold and support, organise information into sections of similar content.  | Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.                   |
|   | Consolidate use of apostrophe for contractions and singular nouns. Introduce plural possession e.g. babies' dummies; boys' coats. | Appropriate letters are joined, according to the school's handwriting approach.  | Use headings and subheadings to aid presentation.  | Begin to use inverted commas for direct speech.  |
|   | Spell all common exception words from the YR 2 appendix. Spell a few words from the YR 3-4 statutory word list.                   |  | Attempt to describe characters, settings and /or plot in a simple way, with some interesting details.  | Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context.   |
| Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance. |   |  | Use 'a' or 'an' before a noun, sometimes accurately.   |  |
|   |   |  | Attempt to maintain the past or present tense.   |  |
| Expected  | Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.                 | Writing is legible.  | Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.   | Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.  |
|   | Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.                                 | Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. | Write to suit purpose, and show some features of the genre being taught.   | Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. |
|   | Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.  |  | Create chronological narratives; write in sequence. Write simple beginning, middle, ending.  |  |
|   | Write words spelt ei, eigh or ey e.g. vein, weight, obey.   | Writing is usually spaced sufficiently so that ascenders and descenders do not meet.                                   | With scaffold, organise sections broadly, within a theme.  | Identify and use a range of prepositions.  |
|   | Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear;                  | Appropriate letters are joined, according to the school's handwriting approach.  | Use headings and subheadings to aid presentation.  | Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.          |
|   | Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.         |  | Describe characters, settings and /or plot in a simple way, with some interesting details.   | Identify direct speech. Begin to use inverted commas for direct speech.  |
| Spell some words from the YR 3-4 statutory word list.   | Evaluate own and others' writing, with direction; re-read and check own writing; make changes.                                    |  | Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. |  |
|   |   |  | Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.                                       |  |
| Exceeding   | Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.                 | Writing is legible.  | Write a range of forms to suit purpose and audience; show appropriate features of the genre.   | Write a range of sentence types which are grammatically accurate.  |
|   | Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix.  | Letters are consistent in size and formation. Capital letters are the correct size relative to lower case.             | Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.                                       | Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and subordinating conjunctions to join clauses.        |
|   | Add further words with suffixes from the YR 3-4 appendix e.g. furniture; treasure; injection; possession.                         |  | Organise sections logically within a theme, often independently.   | Identify and use a wide range of prepositions appropriately.   |
|   | Write words spelt ou e.g. young, touch, country.  | Writing is spaced sufficiently so that ascenders and descenders do not meet.   | Use headings and subheadings and other presentations devices.  | Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.                        |
|   | Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist.  |  | Describe characters, settings and plot in with some expansion of detail.   | Identify direct speech and use inverted commas accurately.   |
|   | Use the apostrophe to mark singular and plural possession.  |  | Compose and rehearse sentences orally. Talk about initial ideas in   |  |

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|  | Spell accurately a range of words from the YR 3-4 statutory word list. | Appropriate letters are joined, according to the school's handwriting approach. | order to plan and draft before writing.  | Identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing.        |
|  |  |   | Discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions. | Correctly use determiners a and an.   |
|  |  |   |  | Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play. |

| Year 4 Writing                              | Transcription  |  | Composition   |  |  |
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|   | Spelling   | Handwriting  | Composition: structure, purpose   | Vocabulary, grammar and punctuation  |  |
| Emerging                                    | Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.                              | Writing is legible.  | Discuss and develop initial ideas in order to plan and draft before writing.  | Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.  |  |
|   | Use knowledge of morphology to spell some words with prefixes from the YR 3-4 appendix e.g. in-, im-, auto-, re-.                              | All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size. | Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance. | Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events.                          |  |
|   | Add some of the suffixes from the YR 3-4 appendix e.g. poison/poisonous, invade/invasion.  |  |   | Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion.                                    | Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...  |
|   | Write some word spelt ch e.g. echo, machine.   | Spaces between words are usually suited to letter size.  | Use a range of presentational devices, including use of title and subheadings, with guidance.   |  | Use adjectives to create noun phrases in order to expand the detail in sentences.  |
|   | Accurately spell some homophones from the YR 3-4 examples e.g. here/hear; plain/plane; whether/weather.  |  |   | Attempt to use dialogue, although balance between dialogue and narrative may be uneven.  | Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. |
|   | Begin to use apostrophe to mark plural possession e.g. the girls' names.   |  |   |  | Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details.  |
|   | Spell accurately several words from the YR 3-4 statutory word list.  | Appropriate letters are joined consistently.   | Evaluate own and others' writing; proof read, edit and revise, with direction.  | Identify the determiner.   |  |
|   |  |  |   | Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside.  |  |
| Expected                                    | Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.                              | Writing is legible.  | Discuss and develop initial ideas in order to plan and draft before writing.  | Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. |  |
|   | Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.   | All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.               | Write to suit purpose and with a growing awareness of audience, using some appropriate features.  | Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.                                      |  |
|   | Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes – sion, -ous, -cian and -ly e.g. completely, basically.            |  |   | Organise writing into sections or paragraphs, including fiction and non-fiction.   | Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...  |
|   | Write words spelt ch e.g. scheme, chemist, chef.   | Writing is spaced sufficiently so that ascenders and descenders do not meet.   | Appropriately use a range of presentational devices, including use of title and subheadings.  | Use expanded noun phrases and adverbial phrases to expand sentences.   |  |
|   | Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.  |  |   | Use dialogue, although balance between dialogue and narrative may be uneven.   | Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.      |
|   | Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. | Appropriate letters are joined consistently.   | Describe characters, settings and plot, with some interesting details.  | Use inverted commas accurately for direct speech.  |  |
| Spell most words from the YR 3-4 word list. | Evaluate own and others' writing; proof read, edit and revise.   |  |   | Identify the correct determiner e.g. a, an, these, those.  |  |
|   |  |  | Usually use the past or present tense, and 1st/3rd person, consistently.  |  |  |
| Exceeding                                   | Write from memory, simple dictated sentences which include familiar GPCs, words and punctuation.   | Writing is legible and fluent.   | Discuss and develop initial ideas in order to plan and draft before writing.  | Write a range of sentence types which are grammatically accurate, including sentences with more than one clause.   |  |
|   | Accurately spell most words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.  | All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.               | Write in a variety of forms to suit purpose and audience, using many appropriate features.  | Use a wide variety of connectives to join words and sentences e.g. if, because, when, although. Use varied and appropriate time connectives.                   |  |
|   | Write words with the full range of suffixes from the YR 3-4 spelling appendix e.g. enclosure, collision, courageous, musically.                |  |   | Organise writing into meaningful paragraphs.   | Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she...   |
|   | Spell words with endings que and gue e.g. league.  | Effectively use a range of presentational devices, including use of title and subheadings.   | Use high quality noun phrases and adverbial phrases to expand sentences.  |  |  |
|   | Spell all homophones in the YR 3-4 spelling appendix e.g. effect, affect; accept, except; meddle, medal.                                       |  |   |  | Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to   |

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|                       | Use an apostrophe to mark singular and plural possession; include irregular plurals e.g. children's bags.  | Appropriate letters are joined consistently.  | Use dialogue to show character and to advance the action. Balance dialogue with narrative.  | separate items in lists, and for fronted adverbials.   |
|                       | Spell accurately all words from the YR 3-4 statutory word list.  |   | Describe characters, settings and plot, with sufficient detail to capture the reader's interest.  | Use inverted commas accurately for direct speech.  |
|                       |  |   | Evaluate own and others' writing; proof read independently and make assured revisions.  | Identify and use determiners appropriately e.g. a, an, these, those.<br>Maintain the past or present tense, and 1st/3rd person.  |
| <b>Year 5 Writing</b> | <b>Transcription</b>   |   | <b>Composition</b>  |  |
|                       | <b>Spelling</b>  | <b>Handwriting</b>  | <b>Composition: structure and purpose</b>   | <b>Vocabulary, grammar and punctuation</b>   |
| <b>Emerging</b>       | Write from memory, dictated sentences which include words from the ks2 curriculum.   | Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)  | Discuss and develop initial ideas in order to plan and draft before writing.  | Write a range of sentence structures which are growing in accuracy. Sometimes use connectives: who, which, where, when, whose.   |
|                       | Show growing confidence to spell most words with prefixes and suffixes in the YR 3-4 appendix and a few from the YR 5-6 e.g. cious, cial.                |   | Write to suit purpose and with a growing awareness of audience, using some appropriate features, with guidance.   | Demarcate most sentences correctly. Use comma for a pause in complex sentences. Begin to use a wider range of punctuation e.g. brackets.                                 |
|                       | Spell correctly some words with letters which are not sounded e.g. lamb, island.   |   | Organise writing into sections or paragraphs; link ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)                       | Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.  |
|                       | Spell words with 'ough'.   |   |   |  |
|                       | Spell some common homophones from the KS2 spelling appendix.   |   |   |  |
|                       | Spell accurately most words from the YR 3-4 statutory word list and some words from the YR 5-6.  | Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.                                    | Use dialogue, although balance between dialogue and narrative may be uneven.  | Find the determiner e.g. a, the.   |
|                       |  |   | Describe characters, settings and plot, with some interesting details.  | Experiment with both formal and informal writing, with guidance.   |
|                       |  |   | Find key words and ideas. Understand the idea of a summary.   | Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.  |
|                       | Evaluate own and others' writing; with direction, proof read, edit and revise.   |   |   |  |
| <b>Expected</b>       | Write from memory, dictated sentences which include words from the ks2 curriculum.   | Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)  | Discuss and develop initial ideas in order to plan and draft before writing.  | Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. |
|                       | Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.             |   | Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.   |  |
|                       | Spell correctly words with letters which are not sounded e.g. knight, solemn.  |   | Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) | Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.                           |
|                       | Use the hyphen to join a prefix to a root e.g. re-enter.   | Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.                                    | Use a range of presentational devices, including use of title, subheadings and bullet points.   | Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.  |
|                       | Spell some homophones from the YR 5-6 spelling appendix.   |   | Use dialogue to indicate character and event.   | Usually maintain correct tense.  |
|                       | Spell most words from the YR 3-4 statutory word list and some words from the YR 5-6.   |   | Describe characters, settings and plot, with growing precision.   | Begin to recognise active and passive voice.<br>Identify and select determiners.   |
|                       |  |   | Find key words and ideas; begin to write a summary.   | Choose vocabulary and grammar to suit formal and informal writing, with guidance.  |
|                       | Evaluate own and others' writing; with direction, proof read, edit and revise.   | Use vocabulary which is becoming more precise.<br>Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. |   |  |
| <b>Exceeding</b>      | Write confidently from memory, dictated sentences which include words from the ks2 curriculum.   | Writing is legible and fluent. Quality is usually maintained at speed.  | Discuss and develop initial ideas in order to plan and draft before writing.  | Write, with confidence, a wide range of sentence structures which are grammatically accurate, including relative clauses.  |
|                       | Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence, ency. |   | Write to suit purpose and audience, independently using appropriate features. May include humour or suspense.   | Demarcate sentences correctly, using a growing range of punctuation e.g. a comma to avoid ambiguity; brackets, commas, dashes.   |
|                       |  |   | Organise writing into cohesive paragraphs. Expand on relevant detail within paragraphs.   | Clarify degrees of possibility using adverbs and modal verbs e.g. possibly, certainly.   |
|                       | Write words spelt ei after c e.g. deceive  |   | Confidently use a range of presentational devices, including use of title, subheadings and bullet points.   | Maintain correct tense through sustained writing.  |
|                       | Spell hyphenated words e.g. co-operate.  |   | Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing.  | Identify and use active and passive voice, where relevant.<br>Identify and select determiners.   |

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|  | Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix.  | Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.   | Describe characters, settings and plot, with some precision.  | Select vocabulary and grammar to suit formal and informal writing.  |
|  | Spell accurately all words from the YR 3-4 statutory word list and many words from the YR 5-6.   |  | Identify key information and independently write a summary.   | Use vocabulary which is precise.  |
|  |  |  | Evaluate own and others' writing; proof read, edit and revise.  | Use a dictionary and thesaurus with independence, to define words and expand vocabulary.  |
| <b>Year 6 Writing</b>  | <b>Transcription</b>   |  | <b>Composition</b>  |   |
|  | <b>Spelling</b>  | <b>Handwriting</b>   | <b>Composition: structure and purpose</b>   | <b>Vocabulary, grammar and punctuation</b>  |
| <b>Emerging</b>  | Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.   | Writing is usually legible and fluent.<br>(Quality may not be maintained at speed.)  | Discuss ideas; use the drafting process before and during writing.  | Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; use subordinating conjunctions.                          |
|  | Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.  |  | Show some features of correct writing form, using models of similar writing.  | Use capital letters, full stops, question marks, exclamation marks, inverted commas, commas, and apostrophes for contraction mostly correctly; experiment with other punctuation. |
|  | Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix; some from YR 5-6.  |  | Use paragraphs to organise information around a theme.  | Use modal verbs e.g. could, should, might, will.  |
|  | Accurately spell some common homophones that are often confused e.g. father, farther, further.   |  | Use a range of devices to link time and place within and across paragraphs e.g. fronted adverbials.                                       | Choose tense which is usually appropriate.  |
|  | Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.   |  | Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.                           | Begin to recognise the 'active' and 'passive' voice.  |
|  |  | Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.   | Sometimes include direct speech to indicate character or event.   | With guidance, identify the subject and object of a sentence.   |
|  |  |  | Describe characters, settings and plot within narrative writing.  | Identify and select synonyms and antonyms.  |
|  |  |  | Identify key words and ideas.   | Use vocabulary and grammar to suit formal and informal writing, with some success.  |
|  |  |  | Evaluate own and others' writing; proof read, edit and revise.  | Create expanded noun phrases to convey information and description.   |
|  |  |  |   | Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.  |
|  |  |  | Usually conform to Standard English e.g. we were, they were, I did, those books.  |   |
| <b>Expected</b>  | Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.   | Writing is legible and fluent.<br>(Quality may not be maintained at speed.)  | Discuss and develop ideas; routinely use the drafting process before and during writing.  | Write a range of clause structures, varying their position within the sentence.   |
|  | Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. |  | Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.                              | Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points consistently.                   |
|  | Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.   |  | Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.              | Use modal verbs to indicate degrees of possibility.   |
|  |  | Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.   | Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.                              | Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.   |
|  |  |  | Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.                           | Understand and use active and passive voice.  |
|  |  |  | Integrate dialogue to convey character and advance the action.  | Identify the subject and object.  |
|  |  |  | Describe characters, settings and atmosphere, with some precision.  | Identify synonym and antonym.   |
| Spell some challenging homophones from the YR 5-6 spelling appendix. |  | Summarise longer passages, when required.  | Select vocabulary and grammar to suit formal and informal writing, mostly correctly.  |   |
| Spell most words from the YR 5-6 statutory word list.                |  | Evaluate own and others' writing; proof read, edit and revise.   | Use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases.                            |   |
|  |  |  | Use a dictionary and thesaurus to define words and expand vocabulary.   |   |
| <b>Exceeding</b>   | Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words.            | Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed. | Use discussion effectively to develop ideas and language, before and during writing.  | Write and control a range of sentence structures including those which contain multiple clauses.  |
|  | Accurately spell words with the full range of affixes - YR 5-6 appendix.   |  | Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.                                   | Use the full range of ks2 punctuation mostly accurately, including colons, semi-colons and dashes, to mark the boundary between clauses.  |
|  | Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.  |  | Organise and shape paragraphs effectively.  | Recognise the subjunctive form.   |
|  | Spell correctly all the YR 5-6 homophones.   | Correct choice is  | Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense. | Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.  |
|  |  | Use a range of presentational devices, which clearly guide the reader.   | Present information with accurate use of the active and passive voice.  |   |

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|  | Spell accurately all words from the YR 5-6 statutory word list. | made about whether to join handwriting or print letters e.g. to label a diagram. | Write an effective precis.   | Identify the subject and object.   |
|  |   |  | Integrate dialogue effectively to convey and contrast characters, and advance the action.                              | Identify synonym and antonym.  |
|  |   |  | When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures. | Select vocab' and grammar confidently and precisely, to suit formal/ informal registers. |
|  |   |  | Evaluate; make assured changes to enhance effects and clarify meaning.   | Make precise vocabulary and grammatical choices.   |
|  |   |  |  | Independently use a dictionary and thesaurus to define words and expand vocabulary.      |

Kent's Tracking Statements for Writing are presented here 'All on a Page', in order to make it easier for schools to undertake shared moderations of pupil work or agreement trialling exercises. Only one sheet therefore needs to be printed per year group (two/three for mixed age classes).

An alternative version is available in black and white.

Printing in A3 may be easier to read.

Penny Bill  
Kent Improvement Adviser for Literacy  
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