

Working Towards the Expected Standard	Autumn	Spring	Summer	Achieved and Evidenced
Structure writing appropriately for purpose & audience				
Use noun phrases, adverbs, adjectives and powerful verbs to create variety and add interest				
Use paragraphs to organise ideas around a theme				
Use paragraphs with fronted adverbials to signal changes in time, setting, event or information				
Use different verb forms mostly accurately				
Appropriate use of pronouns to avoid repetition				
Use a mixture of grammatically accurate simple and compound sentences, extending these using conjunctions				
Attempt to use mostly correctly: <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks • Commas for lists • Inverted commas • Apostrophes for contraction • Apostrophes for possession (singular & plural) 				
Spell most Y3/4 and some Y5/6 common exception words correctly				
Usually produce legible joined handwriting				
Working at the Expected Standard				
Write for a range of purposes and audiences selecting the appropriate form using similar writing as models				
Use organisational and presentational devices, where appropriate, to structure text and to guide the reader e.g headings, bullet points, underlining				
Describe settings, characters and atmosphere to enhance effect				
Integrate dialogue to convey character and advance the action				
Select vocabulary, grammar and punctuation for deliberate effect and to clarify meaning				
Use a wide range of devices to build cohesion within and across paragraphs				
Correct subject and verb agreement when using singular and plural				
Consistent and correct use of tense throughout the writing				
Begin to 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 relative clauses beginning with who, which, where, when, whose, that—or with an implied (i.e omitted) relative pronoun				
Begin to use the perfect form of verbs to mark relationships of time and cause				
Begin to use passive verbs to affect the presentation of information in a sentence				
Use mostly correctly year 3/4 punctuation <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity • Hyphens to avoid ambiguity • Punctuation for parenthesis: brackets, dashes or commas • Semi-colons, colons and dashes used to mark boundaries between independent clauses • Use a colon to introduce a list 				
Spell most of the Year 5 and 6 common exception words correctly				
Write legibility , fluently and with increasing speed				

Working At Greater Depth	Autumn	Spring	Summer	Achieved and Evidenced
Write effectively for a range of purposes and audiences drawing on what they have read as models for their own writing (e.g literary language, characterisation & structure)				
Select words carefully and deliberately to clarify meaning, enhance effect, increase/slow pace and create mood				
Writing is consciously assured and controlled				
Use the full range of punctuation taught at KS2 mostly correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity				