

### Writing Standards -

A child will have met the 'standard' by successfully achieving each of these statements.

Statements in bold are statutory

Step	Secure within step		
<b>I can write simple sentences, which I can read back to myself.</b>			
<b>I can use my phonics knowledge to break down a word to spell it correctly.</b>			
I can usually use capital letters, full stops and question marks in my writing.			
<b>I can sometimes use words to explain what is happening in a picture.</b>			
I can write my lower case letters correctly and capital letters and digits 0-9 are usually formed correctly.			
<b>I can read my work out loud to make sure it makes sense and make changes with the help of an adult.</b>			
<b>I can use describing words when writing sentences.</b>			
I can <b>sometimes</b> use words such as 'and' to join two shorter sentences together.			
I can use capital letters for <b>some</b> proper nouns and personal pronouns.			
I can <b>mostly</b> spell words I have been taught in phonics.			
I can write <b>many</b> high frequency words and common exception words.			
<b>Greater Depth</b>			
I can come up with words to build a short sentence to describe something.			
I can use <b>some</b> conjunctions			
I can use <b>some</b> simple adjectives to describe nouns.			
I <b>sometimes</b> use capital letters, full stops and question marks correctly.			
I can use the spelling rules that have been taught to me correctly.			
I can sometimes form my capital letters and lowercase letters correctly. I can also sometimes remember my finger spaces.			
I can check my writing to make sure it makes sense.			

## Year 2 Writing Standards

A child will have met the Year 2 'standard' by successfully achieving each of these statements.

Statements in bold are statutory

<b>Step</b>	<b>Secure within step</b>		
<b>I can write most sentences with capital letters and full stops and use a capital letter for the pronoun 'I'</b>			
I can use simple conjunctions to join my sentences.			
<b>I can spell some tricky words correctly.</b>			
<b>I can use my phonics knowledge to break down a word to spell it correctly.</b>			
<b>I can use finger spaces between my words.</b>			
<b>I can write my lower case letters in the right direction, starting and finishing in the right place and making sure they are the right size.</b>			
<b>I can write about real life events simply and clearly.</b>			
<b>I know when to use the present and the past tense correctly in my work.</b>			
<b>I can use coordination ( or / and / but ) and some subordination (when / if / that / because)</b>			
<b>I can write most of my sentences with capital letters and full stops and use question marks correctly when required.</b>			
<b>I can spell most tricky words correctly.</b>			
<b>I can space my words sensibly thinking about the size of the letters.</b>			
<b>I can write capital letters and digits correctly and think about the size of my letters.</b>			
I can write statements, questions, exclamations and commands.			

I can use <b>some</b> expanded noun phrases to describe adjectives.			
I can check my writing for spelling, punctuation and grammar mistakes. I can also improve <b>some</b> of my writing.			
<b>Greater Depth</b>			
<b>I can use all the punctuation taught to me in Year 1 and Year 2.</b>			
<b>I can spell most tricky words.</b>			
<b>I can add suffixes to spell most words correctly (-ment, -ness, -ful, -less, -ly, -ed, -ing)</b>			
<b>I can edit my work to improve it.</b>			
<b>I can use diagonal and horizontal strokes to join some letters.</b>			
I can <b>sometimes</b> use the progressive past tense.			
I can use different lengths of sentences for effect.			
I can use <b>some</b> ambitious vocabulary to describe characters, places, objects, feelings and actions.			
I can spell some words with their contracted form.			

### Year 3 Writing Standards

A child will have met the Year 3 'standard' by successfully achieving each of these statements.

Statements in bold are statutory

Step	Secure within step		
<b>Demarcating most sentences with capital letters and full stops. Some use of question marks and exclamation marks to indicate sentences with different functions.</b>			
In non-narratives, related information is starting to be presented together.			
<b>Using appropriate expanded noun phrases to describe and specify.</b>			
<b>Using present and past tense mostly correctly and consistently. Some</b> use of present perfect form.			
<b>Using coordination ( or / and / but ) and some subordination (when / if / that / because)</b>			
<b>Using sentences with different forms in their writing (statements, questions, exclamations and commands)</b>			
<b>Most</b> common exception words are spelled correctly and more complex spellings are phonetically plausible.			
Spelling <b>some</b> words with contracted forms accurately and suffixes are added to spell some words correctly in their writing			
<b>Some</b> use of adverbs and prepositions.			
Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.			
<b>Writing effectively uses features of the given form. In narratives, simple settings and characters are created along with a coherent plot.</b>			
<b>In non-narratives, paragraphs are beginning to be used to group information and related material.</b>			
<b>Common punctuation is almost always accurate (capital letters, full stops, commas, question mark, exclamation mark)</b>			

Use of 'a' or 'an' is accurate. (determiner)			
Using subordinate conjunctions (when,if because,that,although) both within a sentence and to begin a sentence.			
Using adverbs ( ly, however, therefore) or prepositions (before, after, during, in , on, behind) to enhance a sentence.			
Some use of apostrophes to show possession of nouns			
Inverted commas are used accurately to punctuate simple direct speech.			
Where appropriate the present perfect form of verbs instead of the simple past is used accurately.			
Common exception words are spelt correctly and more complex spellings are phonetically plausible or linked to taught word families.			
Can make some ambitious choices of vocabulary in order to accurately describe characters, places, objects, feelings and actions.			
Handwriting is legible with increasing consistency when joining.			
Evaluation of the effectiveness of their own writing is used to suggest improvements to meaning, grammar and vocabulary.			
<b>Greater Depth</b>			
Use of plurals and possessive -s is mostly accurate.			
Some use of the comma after fronted adverbials.			
Some evidence of accurately punctuated direct speech within a range of sentence structures.			
Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.			
Spelling is mostly accurate, including that of more ambitious vocabulary choices and the formation of nouns using a range of prefixes.			
Handwriting is increasingly legible and consistent, including fluent joining.			

### Year 4 Writing Standards

A child will have met the Year 4 'standard' by successfully achieving each of these statements.

<b>Step</b>	<b>Secure within step</b>		
Writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows increasing cohesion.			
In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.			
Paragraphs are used to group related ideas in narratives and non-narratives.			
In narratives, more detailed settings, characters are created along with a coherent plot.			
Adverbs and prepositions are used to express time, place or cause.			
Writing often demonstrates a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause.			
Use of fronted adverbials to add detail.			
Basic grammar, including determiners, is accurate reflecting written Standard English instead of local spoken forms.			
Use of plurals and possessive -s is mainly accurate.			
Expanded noun phrases are used accurately and chosen for effect.			
Tense choice is accurate and maintained. Tenses change where appropriate.			
Common punctuation is accurate, including commas after fronted adverbials. Errors are often self-corrected.			
Spelling is increasingly accurate including prefixes and suffixes, spelling of common homophones and some words that are often misspelt.			
Handwriting is increasingly legible and consistent, including fluent joining.			
<b>Greater Depth</b>			
Writing maintains an appropriate form and cohesion throughout.			
In narratives detailed description and strong word choices add detail and create atmosphere.			
Effective use of paragraphing adds cohesion and aides the reader.			
Non-narratives are structured in a logical way, ensuring cohesion across the piece. Well-chosen detail and presentation engages the reader throughout.			
Word and phrase choices, including competent use of fronted adverbials, bring the writing to life.			
Writing demonstrates fluent use of common punctuation.			
Spelling is usually accurate, demonstrating a deep understanding of a wide range of spelling rules and word families.			
Handwriting is legible and consistent, including fluent joining with increasing speed			

Constructive evaluation is backed by reasons for their suggestions.

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## Year 5 Writing Standards

A child will have met the Year 5 'standard' by successfully achieving each of these statements.

Step	Secure within step		
Writing demonstrates understanding of a range of text types. Writing maintains form and shows cohesion. Structure and organisation of writing is informed by its audience, purpose and context.			
Writing uses progressively varied and rich vocabulary and a range of sentence structures, including an appropriate use of nouns and noun phrases. Noun phrases are used to build atmosphere, reflect characters.			
In narrative writing settings, characters and plot are created successfully.			
Paragraphs organise ideas around a theme or central idea.			
Adverbials of time and place link ideas across paragraphs (e.g. later, nearby)			
In non-narrative writing, a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.			
Sentences have prepositional phrases to expand and develop ideas, information and description.			
Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.			
Relative clauses successfully add detail and description.			
Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)			
Fronted adverbials are used to vary sentence structure			
Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).			
A range of punctuation is used mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech			



Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes.			
Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.			
Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. However this is not always maintained when writing at efficient speed.			
<b>Greater Depth</b>			
Word choices create atmosphere and dialogue conveys character and advances the action.			
Using formal and informal styles of writing for effect, depending on the text.			
Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.			
Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.			
A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.			
Verb tenses are correct and match the purpose of the text. The child is beginning to understand that there may be more than one tense in a text.			

## Year 6 Writing Standards

A child will have met the Year 6 'standard' by successfully achieving each of these statements

Statements in bold are statutory.

Step	Secure within step		
<b>Write effectively for a range of purposes and audiences selecting language that shares good awareness of the reader (e.g the use of the first person in a diary; direct address in instructions and persuasive writing)</b>			
<b>In narratives, describe setting, characters and atmosphere</b>			
<b>Integrate dialogue in narratives to convey character and advance the action</b>			
<b>Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</b>			
<b>Use a range of devices to build cohesion* e.g conjunctions, adverbials of time and place, pronouns, synonyms, within and across sentences and paragraphs</b>			
<b>Using passive verbs to affect how information is presented and modal verbs (e.g. could, would, should, may, might) to suggest degrees of possibility mostly appropriately</b>			
<b>Use verb tenses consistently and correctly throughout their writing</b>			
Using a wide range of clause structures, sometimes varying their position within the sentence (The old man, <i>who lived in a boat</i> , loved to eat lobsters..... <i>Encouraged by the bright weather</i> , the twins set out for a long hike.			
using adverbs (A few days ago, ... Amazingly, small insects can...), preposition phrases (She waved to her mother.) and expanded noun phrases (The calm, blue sea... )effectively to add detail, qualification and precision			
<b>Using inverted commas, commas for clarity, mostly correctly</b>			

Step	Secure within step		
Write effectively for a range of purposes and audiences selecting language that shares good awareness of the reader (e.g the use of the first person in a diary; direct address in sinstructions and persuasive writing)			
In narratives, describe setting, characters and atmosphere			
Integrate dialogue in narratives to convey character and advance the action			
Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately			
Use a range of devices to build cohesion* e.g conjunctions, adverbials of time and place, pronouns, synonyms, within and across sentences and paragraphs			
Using passive verbs to affect how information is presented and modal verbs (e.g. could, would, should, may, might) to suggest degrees of possibility mostly appropriately			
Parenthesis (bracket, dashes and commas ) mostly correctly			
Making some correct use of semi colons			
Dashes mostly correctly			
Colons to introduce a list mostly correctly			
Hyphens (e.g. man-eating shark, re-cover) mostly correctly			
Spelling most words correctly* (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.			
Maintaining legibility in joined handwriting when writing at speed.			
<b>Greater Depth</b>			
Write effectively for a range of purposes and audiences selecting language the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			

Step	Secure within step		
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)			
In narratives, describe setting, characters and atmosphere			
Integrate dialogue in narratives to convey character and advance the action			
Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately			
Use a range of devices to build cohesion* e.g. conjunctions, adverbials of time and place, pronouns, synonyms, within and across sentences and paragraphs			
Using passive verbs to affect how information is presented and modal verbs (e.g. could, would, should, may, might) to suggest degrees of possibility mostly appropriately			
Distinguish between the language of speech and writing and choose the appropriate register.			
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.			
Using the full range of punctuation taught at key stage 2, including colons and semi-colons and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			