

## Writing continuum

\*Spelling continuum is a separate document

Year group		Drafting	Reviewing	Grammar	Punctuation	Handwriting
1	<b>EMERGING YEAR 1</b>	<ul style="list-style-type: none"> <li>writes some recognisable words and phrases.</li> <li>writing may require some mediation.</li> </ul>	<ul style="list-style-type: none"> <li>can identify if writing makes sense if reread by an adult.</li> <li>with support and suggestions, can make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>use regular plural noun suffixes -s (dog, dogs) in writing.</li> <li>words and phrases <b>sometimes</b> are grammatically accurate.</li> <li>uses some of the correct grammatical terminology – capital letter, full stop and sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to demonstrate an understanding of how full stops are used – e.g. at the end of a line of writing.</li> <li>may use question marks and exclamation marks (but not always accurately)</li> </ul>	<ul style="list-style-type: none"> <li>knows and writes some lower case letters.</li> <li>begins to use anti-clockwise movements to form lower-case letters.</li> </ul>
1	<b>DEVELOPING YEAR 1</b>	<ul style="list-style-type: none"> <li>writes <b>meaningful</b> words and statements about <b>their own experiences</b>.</li> <li>Begins to sequence sentences into <b>narratives</b>, although occasionally mediation may be required in some writing.</li> </ul>	<ul style="list-style-type: none"> <li>Reads back writing to an adult, with support and when prompted.</li> <li>Can identify if writing makes sense, although they may rely on an adult to suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Uses regular plural suffixes -s or -es (dogs, witches) in writing.</li> <li>writes grammatically accurate phrases and single clause (simple) sentences.</li> <li>sometimes joins <b>words</b> and <b>phrases</b> with co-ordinating conjunctions (e.g. and)</li> <li>Leaves spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li><b>Begins</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li><b>Begins</b> to use capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to hold a pencil correctly and forms some lower-case capital letters and some single-digit numbers correctly.</li> <li>writes letters using anti-clockwise movements.</li> </ul>
1	<b>SECURE YEAR 1</b>	<ul style="list-style-type: none"> <li>Begin to sequence sentences to form simple narratives for some different purposes, although the form may not always be maintained.</li> <li>Writing can be read without requiring mediation by the child.</li> </ul>	<ul style="list-style-type: none"> <li>Reads back writing clearly to an adult or their peers and can identify if it makes sense.</li> <li>can identify if writing makes sense and can start to suggest improvements (with some prompting)</li> </ul>	<ul style="list-style-type: none"> <li>can use some simple adjectives (such as size and colour) for some description in writing.</li> <li>Joins words and clauses using 'and.'</li> <li>Leaves spaces between words.</li> <li>Some use of story language such as 'Once upon a time'</li> </ul>	<ul style="list-style-type: none"> <li>Punctuates <b>most</b> sentences using a capital letter and a full stop.</li> <li>Sometimes uses question marks or exclamation marks.</li> <li>Uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Sits correctly at the table, holding a pencil comfortably and correctly.</li> <li>Forms lower case, capitals and the digits 0-9 correctly.</li> <li>Begins to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Understands which letters belong to which handwriting</li> </ul>

						'families' (i.e letters that are formed in similar ways.)
2	<b>EMERGING YEAR 2</b>	<ul style="list-style-type: none"> <li>Writes sentences that are sequenced to form a <b>short narrative</b> (real or fictional)</li> <li>starts to use some <b>varied vocabulary</b> (e.g. adjectives for colours or size) although may rely upon word banks or prompts.</li> <li>Uses mainly single and co-ordinating (and/but/so) multi-clause sentences</li> </ul>	<ul style="list-style-type: none"> <li>can make changes to their writing when prompted by an adult.</li> <li>Begins to edit verbs to indicate time correctly <b>including the progressive tense</b> ("I was walking")</li> <li>Can identify if writing makes sense when it is reread and can suggest improvements when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Uses -ly to turn adjectives into simple adverbs (e.g. quickly)</li> <li>uses <b>appropriate</b> adjectives for description (e.g. size, colour or shape)</li> <li>writing demonstrates appropriate use of <b>some</b> co-ordinating conjunctions using and/but and so to join clauses.</li> <li>writes mainly simple statements.</li> <li>Marks the beginning and end of writing such as using story language (Once upon a time etc.)</li> <li>May start to use subordinating conjunctions such as because.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcates <b>some</b> sentences with capital letters and full stops.</li> <li>May use commas to separate items in a simple list.</li> <li>May use capital letters for some proper nouns.</li> <li>Uses capital letters for own name and some other proper nouns such as the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Forms lower case letters of <b>the correct size relative to one another</b> in some of the writing.</li> <li>Uses spaces between words.</li> <li>Starts to hold a pencil comfortably and correctly.</li> </ul>
2	<b>DEVELOPING YEAR 2</b>	<ul style="list-style-type: none"> <li>Writes about real events, recording these simply and clearly.</li> <li>Starts to use <b>adventurous and varied</b> vocabulary (such as adjectives and adverbs) although may rely on wordbanks and prompts.</li> <li>Uses mainly single and co-ordinating multi-clause sentences with some simple subordination (because)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to consider word choice, grammar and punctuation in writing and makes simple revisions and corrections.</li> <li>Rereads own writing clearly to adults and peers to check that what is written makes sense.</li> <li>Edits verbs to indicate time <b>mostly correctly</b> including the progressive past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the suffix -ful and -less to create adjectives from nouns e.g. beautiful and helpless.</li> <li>Uses some varied and adventurous <b>expanded noun phrases</b> for description e.g. the large, furry bear.</li> <li>Uses a <b>consistent tense</b> appropriate to the writing.</li> <li>Uses some co-ordination (and/but/so) to join clauses and some subordination (when/because)</li> <li>Begins to write sentences with different functions (statements, questions,</li> </ul>	<ul style="list-style-type: none"> <li>Demarcates most sentences in their writing capital letters and full stops and uses question marks correctly when required.</li> <li>starts to use exclamation marks and question marks.</li> <li>Uses commas to separate within lists.</li> <li>Uses capital letters for some proper nouns and the personal pronoun 'I.'</li> <li>uses apostrophes for some contractions.</li> <li>Starts to use apostrophes for singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>Forms lower case letters in the correct direction, starting an finishing in the right place.</li> <li><b>Forms capital letters and digits of the correct size, orientation and relationship to one another</b> and to lower case letters.</li> <li>Uses spaces between words that reflects letters.</li> <li>Usually holds a pencil comfortably and correctly.</li> </ul>

				exclamation marks and commands.)		
2	<b>SECURE YEAR 2</b>	<ul style="list-style-type: none"> <li>•writes effectively and coherently <b>for different purposes</b>, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>•writes simple coherent narratives about personal experience and those of others (real or fictional)</li> <li>•write about real events, recording these simply and clearly.</li> <li>•Maintains form when writing longer narrative and non-fiction writing across a range of writing – e.g. recounts, stories</li> <li>•Maintains form when writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>•Makes simple additions, revisions and proof-reading corrections to their own writing.</li> <li>•Is able to make some changes and corrections to writing to improve its effectiveness.</li> <li>•Rereads own writing clearly to adults and peers and can edit to make sure tense is correct and consistent and make some changes to spelling, grammar and punctuation (with some prompting)</li> <li>•Can edit some verbs to indicate time (including the progressive ‘I was walking’)</li> </ul>	<ul style="list-style-type: none"> <li>•Uses some varied and adventurous adjectives</li> <li>•uses some adverbs (e.g. sadly)</li> <li>•uses some expanded noun phrases to describe (e.g.) the dark, stormy night.</li> <li>•Uses co-ordination (FANBOYS) such as and/but to join clauses</li> <li>•Uses some subordination using when/if/that/because</li> <li>•can write using different forms and functions (statements, questions, exclamations and commands)</li> <li>•writing sometimes has a clear beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>•Uses capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries</li> <li>•Uses commas to separate within lists, e.g. in a noun phrase ‘The dark, grey, sky’</li> <li>•Uses capital letters for almost all proper nouns.</li> <li>uses apostrophes for dome singular possession in nouns.</li> </ul>	<ul style="list-style-type: none"> <li>•forms capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>•uses spacing between words that reflect the size of the letters</li> <li>•Holds a pencil comfortably and correctly</li> </ul>
3	<b>EMERGING YEAR 3</b>	<ul style="list-style-type: none"> <li>•<b>Maintains form</b> when producing a variety of longer and shorter pieces, and starts to use some features of selected form (e.g. a diary is in 1<sup>st</sup> person, past tense, chronological order and describes events happened and feelings and doesn’t turn into a narrative)</li> <li>•Uses some <b>adventurous</b> and <b>descriptive</b> vocabulary e.g. exciting adjectives for colour, size, shape and texture or more adventurous adverbs for manner.</li> </ul>	<ul style="list-style-type: none"> <li>•Proof-reads own writing and evaluates its own effectiveness, editing for grammar, vocabulary, spelling and punctuation and making/suggesting some improvements.</li> <li>•Edits <b>for correct and consistent verbs to indicate time</b>, including the progressive tense – I was walking.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a range of <b>adventurous</b> adjectives and adverbs.</li> <li>•Uses some adverbs to sequence time or describe a manner of a verb, e.g. <i>quickly, suddenly, quietly.</i></li> <li>•Uses some appropriate expanded noun phrases for description (e.g.) the lonely, upset boy.</li> <li>•Uses past and present tense, including the progressive form which is appropriate for the writing.</li> <li>•Uses a range of conjunctions to co-ordinate and subordinate.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full range of punctuation taught to the end of Year 3 <b>usually</b> correctly (full stops, capital letters for proper nouns, exclamation and question marks and commas in lists.)</li> <li>•Use inverted commas to demarcate direct speech, with some support, in writing.</li> <li>•Uses apostrophes for contraction.</li> <li>•Uses apostrophes for singular possession in many nouns.</li> </ul>	<ul style="list-style-type: none"> <li>•Forms most lower case letters accurately and orientates them appropriately, starting and finishing in the correct place.</li> <li>•Orientates capital letters and digits 0-9 mostly accurately,</li> <li>•Holds a pencil comfortably and correctly.</li> <li>•Maintains <b>some consistency</b> in the size and spacing of the digits and letters throughout the writing.</li> <li>•Uses the <b>diagonal and horizontal strokes needed</b> to join letters in most of their writing.</li> </ul>

		<ul style="list-style-type: none"> <li>•Uses an <b>increasing</b> range of single clause and co-ordinating and subordinating multi-clause sentences.</li> </ul>		<ul style="list-style-type: none"> <li>•Writing has a clear beginning and end.</li> </ul>		
3	<b>DEVELOPING YEAR 3</b>	<ul style="list-style-type: none"> <li>•writes an <b>increasing range</b> of longer and shorter pieces of narrative, non-fiction and poetry using <b>many features of the selected form</b>.</li> <li>•Creates settings and characters in a <b>narrative</b> (with support.)</li> <li>•Demonstrates some features of selected forms</li> <li>•Uses some adventurous and varied descriptive vocabulary – e.g. exciting adjectives or more adventurous adverbials for manner (“with an angry look on his face.”)</li> <li>•Uses a <b>wide</b> range of single clause, co-ordinating and subordinating multi-clause sentences.</li> </ul>	<ul style="list-style-type: none"> <li>•Proof-reads own and others’ writing and assesses its effectiveness – editing for grammar, vocabulary, spelling and punctuation and making/suggesting some improvements.</li> <li>•Edits for <b>correct and consistent tense</b>, including the present perfect – “<i>I have had the best day ever.</i>”</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the correct article ‘a’ or ‘an.’</li> <li>•Uses an increasing range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to <b>describe and specify</b>.</li> <li>•Writes consistently using the <b>correct form of present and past tense</b>, including some appropriate use of the progressive tense (“I am enjoying my holiday.”)</li> <li>•Uses a greater range of conjunctions to co-ordinate (FANBOYS) and subordinate (after, although, even though, since, so that, whenever, while.)</li> <li>•Uses adverbs to express time (<i>when, before, after, while</i>)</li> <li>•Uses present and past tenses, including the progressive form, appropriate to the style of writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full range of punctuation taught to the end of Year 3 <b>mostly</b> correctly (full stops, capital letters for proper nouns, exclamation and question marks; commas in lists)</li> <li>•Uses inverted commas to demarcate direct speech in some writing.</li> <li>•Uses apostrophes for some contractions and singular possession in nouns mostly accurately.</li> </ul>	<ul style="list-style-type: none"> <li>•Writes using legible handwriting, forming almost all lower case letters, capital letters and digits <b>accurately and consistently</b> and of the <b>correct size, orientation and relationship</b> to one another.</li> <li>•Appropriately and consistently spaces words in relation to the size of the letters.</li> <li>•Starts to use diagonal and horizontal strokes to join letters.</li> </ul>
3	<b>SECURE YEAR 3</b>	<ul style="list-style-type: none"> <li>•writes a variety of longer and shorter pieces of narrative, non-fiction and poetry using many features of selected forms.</li> <li>•Creates settings and characters in narrative.</li> </ul>	<ul style="list-style-type: none"> <li>•Proof reads both own and others’ writing and can make suggestions for improvement of grammar, vocabulary, spelling and punctuation.</li> <li>•Edits for correct and consistent tense, including the use of wider tense forms such as the present perfect (<i>I have had the best day ever!</i>)</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a wide range of ambitious and appropriate adjectives and expanded noun phrases to describe and specify</li> <li>•use verbs as adjectives by adding –ing (e.g. It was boring)</li> <li>•Begin to express time, place and cause using conjunctions (such as before, after, so etc.)</li> </ul>	<ul style="list-style-type: none"> <li>•uses full stops, capital letters for proper nouns, exclamation marks and question marks and commas in lists almost always accurately.</li> <li>•uses inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>•Maintains consistency in spacing and size of words in throughout almost all writing</li> <li>•Diagonal and horizontal strokes are used consistently to join letters where appropriate</li> </ul>

				and adverbs (such as then, next, soon, therefore) or prepositions (in, on, ) <ul style="list-style-type: none"> <li>•uses some adverbs to describe time, place or manner (<i>Later, Outside, quietly</i>) including the use of some adverbial phrases (<i>Later that morning,</i>)</li> </ul>		
4	<b>EMERGING YEAR 4</b>	<ul style="list-style-type: none"> <li>•Writes a variety of longer and shorter pieces of narrative, <b>using appropriate features of genre or text type.</b></li> <li>•Creates settings, characters in narrative and may develop own plots.</li> <li>•Uses a range of singular clause, co-ordinating and subordinating multi-clause sentences, with some varied conjunctions.</li> <li>•Uses some <b>ambitious</b> vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate improvements.</li> <li>•Edits for <b>correct and consistent</b> tense, and may edit the present perfect (<i>I have had the best day ever!</i>)</li> <li>•Usually organises paragraphs around a theme in both fiction and non-fiction writing outcomes using planning frames.</li> </ul>	<ul style="list-style-type: none"> <li>•starts to use standard English forms or verb inflections (i.e We were/ I did etc.)</li> <li>•starts to create noun phrases using prepositional phrases ( the tall woman <b>with</b> brown, curly hair.)</li> <li>•Uses the correct form of past and present tense and sometimes uses the progressive or present perfect tense.</li> <li>•Uses a wide range of conjunctions to show time, place or cause (e.g. when, because etc.)</li> <li>•uses prepositions to show time and place (before, during, after, or)</li> <li>•Uses adverbials to sequence time, identify place or describe manner</li> <li>•Usually organises paragraphs around a theme in both fiction and non-fiction writing using planning themes.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full list of punctuation taught in Year 3 <b>usually</b> accurately: full stops, capital letters for proper nouns, exclamation and question marks; commas in lists; apostrophes for contractions and single and plural possession of regular and irregular nouns.</li> <li>•May follow a fronted adverbial with a comma, with support.</li> <li>•Uses inverted commas and places punctuation within them appropriately.</li> <li>•Uses the possessive apostrophe in words with regular plurals.</li> </ul>	<ul style="list-style-type: none"> <li>•Always appropriately and consistently spaces words in relation to the size of the letters.</li> <li>•uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left unjoined.</li> </ul>
4	<b>DEVELOPING YEAR 4</b>	<ul style="list-style-type: none"> <li>•Writes a variety of longer and shorter pieces of narrative, non-fiction and</li> </ul>	<ul style="list-style-type: none"> <li>•Proof-reads own and others' writing and evaluates its effectiveness, editing for</li> </ul>	<ul style="list-style-type: none"> <li>•Starts to use standard English forms or verb inflections (we were/ I did)</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full list of punctuation taught in Year 3 <b>usually</b> accurately: full stops,</li> </ul>	<ul style="list-style-type: none"> <li>•Always appropriately and consistently spaces words in</li> </ul>

		<p>poetry using appropriate features of genre or text type.</p> <ul style="list-style-type: none"> <li>•Creates settings, characters and plots in narratives.</li> <li>•Uses a range of sentence structures and conjunctions.</li> <li>•Varies vocabulary, making ambitious choices of <b>most word classes</b> (e.g. verbs and nouns as well as adjectives and adverbs)</li> </ul>	<p>grammar, vocabulary, spelling and punctuation and making appropriate changes to <b>improve consistency</b>.</p> <ul style="list-style-type: none"> <li>•Edits for correct and consistent tense, including some editing of the present perfect (e.g. I have had the best day ever!)</li> </ul>	<ul style="list-style-type: none"> <li>•Creates noun phrases with prepositional phrases <i>She wore a long, faded skirt <b>with</b> a frill around the edge.</i></li> <li>•uses the correct form of past and present tense, including progressive or some perfect tense.</li> <li>•Expresses time, place and cause using an <b>increasing</b> variety of conjunctions e.g. <i>before, after, while</i> adverbs and prepositions <i>during</i></li> <li>•Starts to create cohesion (<i>makes sure the writing flows</i>) by using a wide range of adverbials for time, place or manner.</li> <li>•Starts to use pronouns to avoid repetition of nouns.</li> <li>•Organises a paragraph around a theme in both fiction and non-fiction written outcomes.</li> <li>•starts to use simple organisational devices in non-narrative strands e.g. headings and sub-headings</li> </ul>	<p>capital letters for proper nouns, exclamation and question marks; commas in lists; apostrophes for contractions and single and plural possession of regular and irregular nouns.</p> <ul style="list-style-type: none"> <li>•Sometimes follows a fronted adverbial with a comma, with support.</li> <li>•Uses inverted commas and places punctuation within them appropriately.</li> <li>•Uses the possessive apostrophe in words with regular plurals.</li> </ul>	<p>relation to the size of the letters.</p> <ul style="list-style-type: none"> <li>•Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left unjoined.</li> </ul>
4	<b>SECURE YEAR 4</b>	<ul style="list-style-type: none"> <li>•Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and <b>audiences</b>, demonstrating many important features of the genres or the text type.</li> <li>•Creates varied settings, characters and <b>plots in</b> narrative</li> </ul>	<ul style="list-style-type: none"> <li>•Can edit and make appropriate changes to improve cohesion (<i>how the writing flows</i>), including the use of pronouns to avoid repetition (e.g. <i>not repeatedly using the noun – ‘the gir’</i>)</li> <li>•Can edit for the correct and consistent tense, including wider tense forms</li> </ul>	<ul style="list-style-type: none"> <li>•Uses standard English forms (I was/we were I did rather than I done)</li> <li>•Can use the progressive tense (e.g. <i>I was walking</i>) and the present perfect (<i>I have enjoyed learning about the Anglo-Saxons</i>)</li> <li>•can use adverbials to sequence time, place and manner</li> </ul>	<ul style="list-style-type: none"> <li>•Uses full stops, capital letters for proper nouns; exclamation and question marks; commas in lists,; apostrophes for contractions and singular and plural possession usually correctly</li> <li>•Almost always follows a fronted adverbial with a comma</li> </ul>	<ul style="list-style-type: none"> <li>•writes legibly, consistently and with increasing quality (e.g. ascenders and descenders do not cross)</li> </ul>

				<ul style="list-style-type: none"> <li>•can use pronouns to avoid repetition</li> <li>•can group sentences about similar topics together in simple paragraphs</li> <li>•can use some organizational devices (e.g. <i>bullet points</i>)</li> </ul>	<ul style="list-style-type: none"> <li>•Uses inverted commas mostly accurately</li> <li>•Places a comma after a reporting clause (where appropriate) to punctuate direct speech (<i>He said, "I am having pizza for lunch."</i>)</li> </ul>	
5	<b>EMERGING YEAR 5</b>	<ul style="list-style-type: none"> <li>•Starts to use the drafting process to rehearse ideas, making increasingly apt choices of grammar and vocabulary.</li> <li>•Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating <b>many</b> features of the genre or text type.</li> <li>•Uses a wide range of sentence structures and subordinating and co-ordinating conjunctions.</li> <li>•Uses some deliberate, <b>varied</b> and ambitious vocabulary.</li> <li>•Starts to use dialogue in writing with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation errors, making appropriate changes to <b>improve cohesion</b> e.g. using pronouns to avoid repetition.</li> <li>•Edits for correct and consistent verbs to indicate time, including accurate and appropriate editing of the perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Consistently</b> uses the standard English for verb inflections</li> <li>•<b>Begins</b> to use relative clauses using some relative pronouns to clarify and explain relationships between ideas – the girl, who had an angry frown on her face, stormed into the room.</li> <li>•Writes consistently using a variety of tenses, including the progressive and the perfect tense.</li> <li>•Uses modal verbs <b>with support</b> (would, should, could)</li> <li>•Creates cohesion by using a wide range of adverbials</li> <li>•Uses pronouns to avoid repetition of nouns</li> <li>•Groups sentences about similar topics together in simple paragraphs in fiction and non-fiction.</li> <li>•Narratives are linked by choices of characters, settings and plotlines</li> <li>•some organisational devices are used in non-narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full range of punctuation taught in Year 4, including apostrophes for contraction and possession</li> <li>•<b>Begins</b> to use commas to clarify meaning</li> <li>•<b>May</b> use a comma to mark a relative clause that sits within or at the end of a sentence.</li> <li>•Uses inverted commas mostly accurately and places a comma after a reporting clause to punctuate direct speech.</li> <li>•Begins to use commas to mark clauses or phrases in writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Writes with mostly legible and consistent handwriting, including some diagonal and horizontal strokes used to join letters, when appropriate.</li> </ul>

5	<b>DEVELOPING YEAR 5</b>	<ul style="list-style-type: none"> <li>•Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, using many appropriate features of the genre or text type.</li> <li>•Varies sentence structure and begins to make some deliberate decisions about sentence lengths, e.g. using varied subordinating and co-ordinating conjunctions.</li> <li>•Makes <b>deliberate</b>, varied and ambitious vocabulary choices.</li> <li>•Uses some dialogue with independence to <b>give more information about characters</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Assesses effectiveness and edits writing, proposing changes to grammar and vocabulary in own and others' writing to improve consistency and cohesion, including the accurate use of pronouns.</li> <li>•Begins to edit for correct subject verb agreement (we were)</li> <li>•Edits for the correct, consistent and appropriate tense in writing, including the present, past, progressive and perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses relative clauses to clarify and explain relationships (e.g. the girl, who had an angry look on her face, stormed into the room.)</li> <li>•Begins to modify and specify noun phrases with the use of adverbs – the <b>extremely</b> tall teacher.</li> <li>•Writes consistently using a variety of verb tenses, including the progressive and perfect.</li> <li>•Uses modal verbs to indicate degrees of possibility with increasing accuracy.</li> <li>•Begins to use a <b>wider</b> range of cohesive devices to link ideas <b>within</b> paragraphs such as adverbials.</li> <li>•Organises writing within paragraphs around a theme in both fiction and non-fiction writing.</li> <li>•Uses some simple organisational devices in non-narrative material</li> <li>•Uses cohesive devices to link ideas across paragraphs such as pronouns, tenses and adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full range of punctuation taught in Year 4, including apostrophes for contraction and possession</li> <li>•Begins to use commas to clarify meaning within writing.</li> <li>•Begins to understand and use punctuation to create parenthesis.</li> <li>•Uses punctuation for direct speech with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>•Writes with increasingly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters when appropriate.</li> </ul>
5	<b>SECURE YEAR 5</b>	<ul style="list-style-type: none"> <li>•uses the drafting process to make choices of grammar and vocabulary to <b>clarify</b> and <b>enhance</b> meaning, including the use of a thesaurus.</li> <li>•Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>•Proposes changes to vocabulary, grammar and punctuation to <b>clarify meaning</b> and <b>enhance effects</b>.</li> <li>•Edits for correct subject-verb agreement when using singular and plural.</li> <li>•Edits for the correct, consistent and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>•Uses relative clauses using some relative pronouns to clarify and explain (e.g. <i>the stranger, who had dark, curly hair, entered the room.</i>)</li> <li>•Uses adverbs to clarify meaning (e.g. <i>the extremely tall teacher</i>)</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the following punctuation usually correctly: full stops, capital letters for proper nouns. Exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and</li> </ul>	<ul style="list-style-type: none"> <li>•Maintains legible, fluent handwriting when writing at <b>efficient</b> speed. This includes appropriate choice of letter shape; whether or not to join letters, and writing implement.</li> </ul>

		<p>and audiences, using <b>most</b> features of the genre or text type appropriately.</p> <ul style="list-style-type: none"> <li>•Varies sentence structures and makes some <b>deliberate</b> decisions about sentence lengths.</li> <li>•Makes <b>deliberate</b> and <b>appropriate</b> vocabulary choices.</li> <li>•Uses dialogue independently to begin to provide more information about characters.</li> </ul>	<p>tense in writing, including the present, past progressive and perfect tenses.</p>	<ul style="list-style-type: none"> <li>•Uses the perfect form of verbs to show relationship and cause '<i>He <b>had</b> already <b>left</b> the building <b>when</b> the woman arrived.</i>)</li> <li>•Uses modal verbs to indicate degrees of possibility (<i>He <b>would</b> have left the building if only he <b>could</b> have found the key to the mysterious door.</i>)</li> <li>•Uses a range of cohesive devices to link ideas within and across paragraphs such as adverbials</li> <li>•organises paragraphs to develop and expand some ideas, descriptions, themes or events .</li> <li>•Use a range of devices in non-narrative material (<i>e.g. bullet points</i>)</li> </ul>	<p>plural possession in regular and irregular nouns.</p> <ul style="list-style-type: none"> <li>•Uses commas to clarify meaning and to avoid ambiguity.</li> <li>•Uses brackets, dashes and commas for parentheses.</li> <li>•Uses the full range of punctuation for direct speech and direct quotes.</li> </ul>	
6	<b>EMERGING YEAR 6</b>	<ul style="list-style-type: none"> <li>•Writes demonstrating features of the selected form, as appropriate to audience, purpose and context arising from discussion of similar models of writing.</li> <li>•Makes deliberate vocabulary choices and decisions about sentence lengths, types and structures.</li> <li>•Starts to understand the impact these have on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluates writing and edits accordingly, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>•uses dialogue independently to begin to provide more information about characters.</li> <li>•Describes settings and characters.</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to understand synonyms and antonyms and begin to apply these to writing</li> <li>•Make choices about formal vocabulary</li> <li>•Use the passive voice, with some support, to affect the presentation of information e.g. in journalistic writing.</li> <li>•Use a range of verb tenses appropriately including the past perfect in multiclausal sentences – she had left the cinema before the film finished.</li> <li>•Use formal and informal structures including the subjunctive with support.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a range of punctuation with accuracy, including brackets, dashes or commas to indicate parentheses.</li> <li>•Use commas to clarify meanings or avoid ambiguity.</li> <li>•Begin to use a semi-colon to join two independent clauses</li> <li>•Uses colons to introduce semi-colons to join two independent clauses</li> <li>•Uses colons to introduce lists and semi-colons to separate items within a list.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes with handwriting that is increasingly legible and consistent, including using diagonal and horizontal strokes for joining letters.</li> </ul>

				<ul style="list-style-type: none"> <li>•Use an increasing range of cohesive devices to link ideas within and across paragraphs including repetition of a word or phrase or grammatical connections such as adverbials.</li> <li>•Organises paragraphs to develop and expand ideas, descriptions, themes or events.</li> <li>•Uses a range of organisational devices consistently and independently in non-narrative material which are beginning to be used to guide the reader.</li> </ul>		
6	<b>DEVELOPING YEAR 6</b>	<ul style="list-style-type: none"> <li>•Writes demonstrating features of the selected form; as appropriate to audience, purpose and context drawn from discussion and models of similar writing and recording of ideas from own reading.</li> </ul>	<ul style="list-style-type: none"> <li>•Makes vocabulary choices and decisions about sentence lengths, types and structures more deliberately with an increased understanding of how these will impact upon the reader.</li> <li>•Evaluates the effectiveness of own and others' writing to propose changes to grammar, vocabulary and consistency.</li> <li>•Uses dialogue to provide more information about characters to convey characterisation and advance the action.</li> <li>•Creates settings, characters and plot through more detailed description.</li> </ul>	<ul style="list-style-type: none"> <li>•Understands synonyms and antonyms and applies these to writing e.g. make choices about formal vocabulary.</li> <li>•Uses the passive voice with increasing independence to affect the presentation of the information e.g. the stranger was examined by the doctor.</li> <li>•Uses a wide range of verb tenses appropriately within writing and can vary tenses appropriately.</li> <li>•Begins to use, with greater independence, different sentence structures typical of informal and formal speech – e.g. the use of question tags and subjunctive form.</li> <li>•Links ideas across paragraphs using a wider range of cohesive devices including</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the full range of punctuation mostly accurately – including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.</li> <li>•Begins to use semi-colons, colons and dashes to mark the boundary between clauses</li> <li>•Uses colons to introduce lists (<i>when preceded by a full sentence</i>) and semi-colons within lists (<i>after phrases in lists</i>)</li> <li>•Uses hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>•writes with handwriting that is usually legible and fluent, including choosing when to join.</li> </ul>

				<p>repetition of a word or phrase, grammatical connections for contrast (<i>On the other hand</i>) and consequence (<i>As a result,</i>) and ellipses</p> <ul style="list-style-type: none"> <li>•Uses layout devices such as headings, sub-headings, columns, bullets or tables to structure text</li> <li>•</li> </ul>		
6	<b>SECURE YEAR 6</b>	<ul style="list-style-type: none"> <li>•Writes effectively for a range of purposes and audiences, <b>selecting the appropriate form</b> and drawing independently on what they have read as models for their own writing (e.g. literary language, characterization and structure)</li> <li>•Effectively adds detail, qualification and precision by using adverbs, prepositional phrases and expanded noun phrases.</li> <li>•Makes deliberate choices to use a wide range of clause structures and sentence lengths and varies their position within the sentence understanding the effect this has on the audience – (e.g. <i>placing the emotion before the action</i>)</li> <li>•Makes deliberate and informed vocabulary choices</li> <li>•Describes settings, characters and atmosphere in narratives</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation to <b>enhance effects and clarify meaning</b></li> <li>•Edits for subject-verb agreement when using singular and plural and chooses and varies the register appropriately</li> <li>•Edits for consistent, correct and appropriate use of tense throughout a piece of writing, especially when varying tense in writing, e.g. <i>flashbacks</i>,</li> </ul>	<ul style="list-style-type: none"> <li>•understands the difference between <b>formal</b> and <b>informal</b> vocabulary and knows when to use each appropriately</li> <li>•Uses the passive voice independently to affect the presentation of the information (e.g. <i>in a newspaper report, “The head was placed on a spike for everyone to see as they walked past.”</i>)</li> <li>•Uses the full range of verb tenses appropriately and can vary these effectively.</li> <li>•Uses different structures typical of informal and formal speech -e.g. use of question tags for informal (<i>It was a fantastic show, wasn’t it?</i>) and the subjunctive for formal (<i>If I were you, I would contact the police immediately.</i>)</li> <li>•Links ideas <b>consistently</b> and <b>confidently</b> across paragraphs and begins to use reference chains as well as adverbials (e.g. <i>forest, woodlands,</i></li> </ul>	<ul style="list-style-type: none"> <li>•Uses the following punctuation usually correctly: full stops, capital letters for proper nouns. Exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</li> <li>•Uses commas to clarify meaning and to avoid ambiguity.</li> <li>•Uses brackets, dashes and commas for parentheses. Uses the full range of punctuation for direct speech and direct quotes.</li> </ul>	<ul style="list-style-type: none"> <li>•Maintains legible, fluent handwriting when writing at different speed. This includes appropriate choice of letter shape; whether to not to join letters, and writing implements.</li> </ul>

		<ul style="list-style-type: none"><li>•Integrates dialogue in narratives to <b>convey character and advance the action</b></li></ul>		<p><i>ancient trees, leaf-strewn pathways)</i></p> <ul style="list-style-type: none"><li>•Uses layout devices to structure text</li><li>•Organises and structures writing effectively, based upon its audience, purpose and context through the appropriate use of tense choice and other devices</li></ul>		
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