Writing – Progression

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Description requested visible to the part of the part	Working Towards		Spell most CVC words and begin to		Spell many common exception	Spell many words from the Year 3 &	Spell most words from the Year 3 &	
Commander Comm	1		segment words into phonemes and	represent these by graphemes,	words correctly and words with	4 spelling list and school's spelling	4 spelling list and school's spelling	
definition to represent for the content of anothers. See the content of anothers of the content of anothers. See the content of anothers of the content of			1	-	contracted forms.	programme.	programme.	Use paragraphs to organise ideas.
Service from the recognition of the control of the		Spell own name.	(Phase 2 & 3).		Add suffices to spell most words	Comptimes select the correct	Coall came words containing silent	In payratives describe settings and
Solve protection for a delimination of the control		Regin to form recognisable letters	Snell some Year 1 HFW and common	plausible attempts at others.	-			_
In the second to the development of the second to the seco				Spell some Y2 common exception	correctly (e.g. mg, eu, es, er, ry).	потторноте.	Tetters.	characters.
Segret or set our dependence of the segret or reconstruction of the segret of the segret or reconstruction					Spell some words from the Year 3	Handwriting is usually joined,	Handwriting is usually joined,	In non-narrative writing, use simple
Service of the first produced by the company of the				- 35		consistent and fluent.	consistent and fluent.	_
Integration of controlled and production from white controlled controlled from white controlled controlled from white controlled controlled from white controlled controlled from white controlled fro				the state of the s	Y3/4 word list.	All and a second a second and a second an		
Advanced out and several contractions and seve		words.	_		Use the diagonal and herizental			sub-headings, bullet points).
Recipital contents (non-root contents in the contents of the c		Attempt to write short sentences in	irregular of reversed.	es, -iy).		correctly.	1	Use canital letters full stons
servi metal ty official. Servi count of the Bibly word to write. Service and the Bibly word to write. Ser		· · · · · · · · · · · · · · · · · · ·	Begin to show awareness of how to	Form lower-case letters in the	strokes needed to join most letters.	Use apostrophes for omission and	and commus in a listy.	
Expand Make plane study function Make plane st			_	correct direction, starting and	Demarcate sentence with capital		Show evidence of commas to mark	•
Le le large sout à l'attenue voir ele les differs faire une voir le le le large sout à l'attenue voir le le la comme de le comme dit une voir le le comme de la comme de pour de la comme de pour le large de la comme de la c			9 1	finishing in the right place.	letter and full stops mostly correct.	correctly.	clauses- many used accurately.	mostly correctly.
Definition on common co		Say aloud what they want to write.	at least one occasion).					
Beside to occurred control country Beside to occurred control country The design of the country of the country Beside to occurred control country The design of the country of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country Beside to occurred country The design of the country			Hea finger energy between some					1 ' '
Expected formers between the former services of received formers and the former services of received formers and the formers a					and singular possession.	-		year 3 / year 4 spening list.
Regulation to expense version in the organization of the street of the s			words.	in some of their writing.	Attempt to use inverted commas to	correctly some of the time.	commas- mostly used correctly.	Spell some words from the year 5 /
terested entire to enture it mides and season for writing and secretary and great production of the control state for writing and and great production of the control state for writing and and great production of the control state for writing and and the contro			Begin to sequence sentences to	Demarcate some sentences with	·	Show some evidence of commas to	Begin to select a range of devices to	
To provide an infection provided provided and security of the control provided provided and security of the control provided prov			form short narratives / recounts.	capital letters and full stops.	always be correct.	mark clauses.	organise writing (e.g. headings,	
Visite secretary but and the secretary planable attention of the			The state of the s					Write legibly (but not joined).
Segment words from the first position of their woodburg and gramman of the first positions of their woodburg and gramman of the first positions of the first pos		4	0		· ·		events, etc.).	
Interces on titode for writing and generative. Interces and titode for writing and shows some evidence of attempting units arbitrous evidence of a units units arbitrous evidence of attempting units arbitrous evid			sense.			writing logically.	Dogin to show oxidence of well	
Degin to write aimple services of elements of writing and shows some evidence of elements and shows some evidence of evidence evidence of evidence some evidence of evidence e			Produce own ideas for writing			Link some paragraphs to ensure flow		
Frontice or motions for winds and washing and six for woman and the set of the common and particles of the part				rictional).	and granninar.			
mitrending conclusion. Write simple and compound destinance with outdoor, of using particular by plant and particular complex selections with the properties of the propertie				Produce own ideas for writing and	Show evidence of attempting some		Fair pass and datasets	
Registro organise their writing single and compound the services of the servic				shows some evidence of attempting	ambitious vocabulary.	Show evidence of well selected	Use style and tense appropriate to	
Use some round phrases. Wite image in company of the company of t				interesting vocabulary.		vocabulary considering purpose and	task and mostly maintained.	
Write simple and compound genimence with evicining of turing conjunctions to plan clauses. Septim to sea a range of submitted to plan clauses correctly. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shape words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most of the words from the Resident shaped shaped words. Spell most words from the Resident shaped shaped words. Spell most words from the Resident shaped shaped words. Spell most words from the Resident shaped shaped words. Spell most words from the Resident shaped shaped words. Spell most words from the Resident shaped shaped words. Spell most words from the Resident shaped shaped words. Spell most words from the Res						audience.		
With sample and dampound described were five described were five set work of and all least one of the computation to join disastics. One of the computation			- 6	Use some noun phrases.	paragraphs.	0	·	
sentence with evidence of using "and and at least one coffee conjunction to join clauses correctly." Adapt chosen form to audience. Begin to use a more sophisticated conjunction to join clauses correctly. Spell most of the words from the R in Wise phase and shape may be inconstruct. By large and a shape may be inconstruct. Conjunction to join clauses correctly. Begin to use a more subordinate set set that form one creation from the words of the words from the R in Wise phase as a large part of the words from the R in Wise phase as a large part of the words from the Vise phase as a large part of the words from the Vise phase as a large part of the words from the Vise phase as a large phase word correctly. But we conjunctable letters of the application. Although its and shape may be inconstruct. Conjunction to join clauses correctly. But we conjuncted to join the Vise 2 is a spell many words from the Vise 2 is and fold wording phase and shape may be inconstruct. Conjunction to join clauses correctly. But we conjuncted to join the vise of the application words correctly (e.gingeder., -ed.,			400	Write simple and compound	Confidently use soordinating		_	
in and and least one orbite conjunction to join clauses correctly. Bigin to use a range of subcombination to audinocis. Regin to use a range of subcombination conjunctions to form complex sentences. Bigin to use or range sentences. Regin to use complex sentences. Regin to use a range of subcombination as the start (on make that some the constitution.) Begin to use or range of sentences and complex or in thickess and complex or interest (ample, compound and complex). To view a vertice telling to use a range of subcombination of the words from the Regin to use or range of the subcombinate clause in the profice or the business to the subcombinate clause in the profice or the business to the subcombinate clause in the profice or the business to the subcombinate clause in the profice or the business and words with contracted forms. Spell most very 1 ffV and common secreption words correctly. Draw recognitable letters of the profice or the subcombinate clause in the subcombinate clause in the subcombinate clause in the profice or the business and words with contracted forms. Spelling programme. Spell most Vers 1 ffV and common secreption words correctly. Draw recognitable letters of the profice or the subcombinate clause in the						ways (e.g. fronted adverbials).	vocabulary appropriately for effect.	
Copiunction to join clauses correctly. Alabe phonetically plusable attempts to spell simple words. Spell most of the words from the R1 HTV list (Phase 2 & 3). Spell most of the words from the R1 HTV list (Phase 2 &			A CONTRACTOR		conjunctions to joins clauses.	Adapt chosen form to audience.	Begin to use more sophisticated	
Expected (DS) Make phonetically plausible attempts to spell simple words. Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most of the words from the Part (Phases 2.5). Spell most (Phase 2.6). Spell most (Phases 2.6). Spell most (Phase 2.6). Spell most words from the Year 3.6. A spelling tail and calcolor's spelling population to the words that contracting in priced, consistent and subscription to the words that the wor					Begin to use a range of		1 -	
Capected Make phonetically plausible attempts to spell simple words. Segments words into phonemes and represent these by graphemes solling some correctly (Phase 2 & 3). Aud 5).			Line and the second	- 1	subordinating conjunctions to form	Begin to use complex sentences	sentences (e.g. as a result, although,	
Expected (EXS) Make phonetically plausible attempts to spell simple words. Spell most of the words from the fairback spelling some correctly, (Passes 2, 3, 4 and 5). Form wreaging label elteres of the alphabet. Write own name with correct letter formation, although size and shapes may be inconstitiont. Write own name with correct letter formation, although size and shapes may be inconstitiont. Use some suffices (e.gingeder9, -9, -9, -1, -1). Words predict effectively (correct), Use some suffices (e.gingeder9, -1). Write simple labels and captions. Segments words into phonemes and represent three by graphemes, spelling some correctly, (e.gingeder9, -9). **Spell most voors into phonemes and represent three by graphemes, spelling many of these by graphemes, spelling many of these words correctly (e.gingeder9, -9). **Spell most voors into phonemes and represent three by graphemes, spelling many of these words correctly, (e.gingeder9, -9). **Spell most voors into phonemes and represent three by graphemes, spelling many of these words or metry (e.gingeder9, -9). **Spell most voors into phonemes and represent three by graphemes, spelling many of these words or metry (e.gingeder9, -9). **Spell most voors into phonemes and represent three by graphemes, spelling many of these words or metry (e.gingeder9, -9). **Spell most voors into phonemes and represent thre					complex sentences.		however, even though).	
Begin to vary settence length and settence type (simple, compound and complex). Sepli most of power from the Year 3 & spelling stand school's spelling programme. Spell most from the Year 1 HFW and common exception words correctly, which is a fine photomer on the subordinate clause is changed. Spell most from the Year 3 & spelling stand school's spelling programme. Spell most from the Year 3 & spelling stand school's spelling programme. Spell most from the Year 3 & spelling programme, words correctly, which is spell spelling programme. Spell most very setting to get a displayed to the correct to morphone exception words correctly. Write some suffixes (sg. inged. er., -ye., -tot.) which was name with correct yee, er., -ye., -tottot.) Write some suffixes (sg. inged. er., -ye., -tot.) which was name with correct yee finally compound and complexing compounds and compounds and complexing compounds and complexing compounds and co				-		(on more than one occasion).	Han a version of another or trivelle	
Segment words into phonemes and attempts to spell simple words. Spell most of the words from the Year 3 & A spelling list and school's spelling programme. Spell words from the Year 3 & A spelling list and school's spelling programme. Spell words correctly. Draw recognisable letters of the alphabet. Write own name with correct letter formation, although sear and shape may be inconsistent. Use some suffixes (e.gingederg.). Hold a pencil effectively (correct grop may not be established yet). Usually leave a space between words. Say the purpose of different tests/, types of writing (at least three). Write own name with correct grop may be inconsistent on the subordinate clause is changed. Spell most vomit common exception words and words with contracted forms. spelling grong amme and singular possession correctly. Use suffixes (e.gingederg.). Spell most vomit common exception words correctly, e.ginged., ergderg.). Write officetively for a range of purpose and sudiences, selecting language that shows good available attempts at others. Spell most vomit common exception words with contracted forms. spelling programme. Spell most very 1 HPW and common exception words correctly, e.ginged., ergdergg				- 0	14.	Regin to vary sentence length and	1	
Expected (EXS) Make phonetically plausible attempts to spell simple words. Spell most of the words from the R HW list (Phase 2 & 3). Spell most of the words from the R HW list (Phase 2 & 3). Spell most vorter these by graphenes. Spell most vorter the vorter the vorter the wards and school's spel				(100)		0 ,	. , ,	
Expected (EXS) Make phonetically plausible attempts to spell simple words. Spell most of the words from the R Herwitz orcrectly. Draw recognisable letters of the alphabet. Write own name with correct letters formation, although size and shape may be inconsistent. Mold a penol effectively (prorect grim may not be established yet). Hold a penol effectively (prorect grim may not be established yet). Say the purpose of different texts/ types of writing (at least three). Write simple labebs and captolisms. Segments words into phonemes and respecte these by graphemes, spelling and cornectly (PagInged., -es., -e.), -est., -tul). Segments words into phonemes and respected these by graphemes, spelling and occretedly (PagInged., -es., -e.), -est., -tul). Spell most Year 1 HFW and common exception words and words with contracted forms. Spell most Year 1 HFW and common exception words and respectively of the words from the Year 3 & 5 pelling list and school's spelling programme. Spell most Year 1 HFW and common exception words and very correctly. Draw recognisable letters of the alphabet. Write own name with correct letters formation. Handwriting is joined, consistent and fluent. Use apostrophes for omission and singular possession correctly. Show words from the Year 3 & 5 pelling list and school's spelling programme. Spell many words correctly. Spell many words correctly. Spell many with a common exception words and words from the Year 3 & 5 pelling list and school's spelling programme. Spell many words correctly. Spell many words consistent and fluent. Use some suffixes (e.ginged., -e., -e., -y., -s., -t., -tul). Handwriting is joined, consistent and fluent. Use apostrophes for omission and singular possession correctly. Use apostrophes for omission and singular possession correctly. Use apostrophes for omission and singular possession correctly. Use apostrophes for omission marks and exclamation marks and exclamation marks and exclamation marks and exclamation marks and excl				- /		11 1 1 1		
EXS) attempts to spell simple words. Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the R HFW list (Phase 2 & 3). Spell most of the words from the Ren's spelling and words correctly and making phonically-plausible more exception words correctly. Spell many vords from the Year 3 Spell many words				All the second			changed.	
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spell most of the words from the R HPW list (Phase 2 & 3). spell most very correctly. Draw recognisable letters of the alphabet. Write own name with correct letter formation, although size and shape may be inconsistent. Write own name with correct letter formation, although size and shape may be inconsistent. Use some suffixes to spell many words correctly, words correctly, words correctly, e.g., ing., ed., es., er., el., em., ed., es., er., el., el., es., ell many words from the Year 3 school's spelling programme and YJA word list. Use some suffixes to spell many words correct the correct the (e.g., ein., ed., es., es., ell.,							1 .	, ,
Spell most of the words from the R HPW list (Phase 2 & 3). Spell most vex 1 HPW and common exception Spell CV words many correctly. Draw recognisable letters of the alphabet. Write own name with correct letter formation, although size and shape may be inconsistent. Hold a pencil effectively (correct grig may not be established yet). Use smoll effectively (mile enters and digit of the words. Spell most Vex 1 HPW and common exception words correctly. Spell many V2 common exception words from the Vex 3 sholl spell abels and control over word order. Write own name with correct letter formation, although size and shape may be inconsistent. Hold a pencil effectively (correct grig may not be established yet). Use fill stops in writing and capital letters of words. Say the purpose of different texts/ types of writing (at least three). Write simple labels and captions. Write simple labels and captions. Show some control over word order, propoduring short logical statements. Spell many V2 common exception words from the Vex 3 shoel many words from the Vex 3 shoel many value of the first yet ment, -ness). Spell many v2 common exception words from the Vex 3 shoel many words from the Vex 3 shoel many to the vex 3 shoel many value of the first yet ment, -ness). Spell many v2 common exception words from the Vex 3 shoel many words from the Vex 3 shoel many value of the first yet ment, -ness). Spell many v2 common exception words shoeling programme and V3/4 word list. Use some suffixes (e.ginged,-eyeyeyeyeyeyeyeyeyey.	(EX3)	attempts to spen simple words.	, , , , ,		and words with contracted forms.			
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Spell many vords from the Year 3 school's spelling programme and fluent. Write own name with correct letter formation, although size and shape may be inconsistent. Hold a pencil effectively (correct gip may not be established yet). Usually leave a space between words. Spell many Y2 common exception words correctly. Spell many words from the Year 3 school's spelling programme and Y3/4 word list. Hold a pencil effectively (correct gip may not be established yet). Use some suffixes (e.g.—ing.—ed.—er,—s., 4,) e.g., 4, e.g., 4		HFW list (Phase 2 & 3).			correctly (e.ging, -ed, -es, -er, -ly, -	Select the correct homophone	Spell many words containing silent	
Draw recognisable letters of the alphabet. Write own name with correct letter formation, although size and shape may be inconsistent. Hold a pencil effectively (correct grip may not be established yet). Usually leave a space between words. Say the purpose of different tests/ types of writing all least three). Write simple labels and captions. Show some control over word order, producing short logical statements. Words correctly. Spell many words from the Year 3 school's spelling programme and show consistent and fluent. Spell many words from the Year 3 school's spelling programme and show consistent and fluent. Spell many words from the Year 3 school's spelling programme and show consistent and fluent. Words correctly (e.ginged, -er, -i.g.) Use some suffixes to spell some words correctly (e.ginged, -er, -e., -e., -er, -e., -e., -er, -e., -e., -e., -er, -e., -e., -e., -er, -e., -e., -er, -e., -e., -e., -e., -e., -e., -e., -e.			1 .	Maria Control	ment, -ness).	mostly accurately.	letters.	direct address in instructions and
Draw recognisable letters of the alphabet. Use some suffixes (e.ginged, -er, -s). Write own name with correct letter formation, although size and shape may be inconsistent. Hold a pencil effectively (correct grip may not be established yet). Usually leave a space between words. Say the purpose of different texts/ types of writing (at least three). Write simple labels and capital. Write simple labels and capitons. Write simple labels and capitons. Show some control over word order, producing short logical statements. Use some suffixes (e.ginged, -er, -s). Use some suffixes to spell some words correctly (Le.ginged, -er, -es, -l-y). Use some suffixes to spell some words correctly (e.ginged, -er, -es, -l-y). Use some suffixes to spell some words correctly (le.ginged, -er, -es, -l-y). Use some suffixes (e.ginged, -er, -s). Ward isin. Use some suffixes (e.ginged, -er, -s). Ward isin. Use some suffixes (e.ginged, -er, -s). Form capital letters. Stand hold writing implement correctly (with correct penic large). Stand hold writing implement correctly (with correct penic programme and legible and show consistency in letter formation. Usually leave a space between words. Usually leave a space between words. Write simple labels and capitons. Write simple labels and capitons. Write simple labels and capitons. Use finger spaces between most words. Words. Use some suffixes (e.ginged, -er, -es, -l-y. es, -l-yest, -t-yl. Handwriting is sometimes joined and legible and show consistency in letter formation. Use punctuation to show division between clauses with confidence e.g., and Use punctuation to show division between clauses with confidence e.g., and Use punctuation to show division between clauses with confidence e.g., and Use punctuation to show division between clauses with confidence e.g., and Use punctuation to show division between clauses with confidence e.g., and Use punctuation to show division between clauses with con		Spell CVC words many correctly.	exception words correctly.					persuasive writing).
Use some suffixes to spell some words correctly (e.ging, -ed, -er, -by, -est, -ful). Use apostrophes for omission and singular possession correctly. Use punctuation to show division between clauses with confidence e.g., and Use inverted commas to punctuate most direct peech in the correct size, orientation and relations per equires. Use inverted commas to punctuate most direct speech. Use a postrophes for omission and singular possession correctly. Use apostrophes for omission and singular possession co		Draw recognicable letters of the	Use some suffixes (e.g. ing. ed. or	words correctly.	1 1			In parratives, describe settings
Write own name with correct letter formation, although size and shape may be inconsistent. Sit and hold writing implement correctly (e.ging, -ed, -er, -es, -iy). Sit and hold writing implement correctly (e.ging, -ed, -er, -es, -iy). Sit and hold writing implement correctly (e.ging, -ed, -er, -es, -iy). Sit and hold writing implement correctly (with correct pencil grip). Usually write lower case letters in regular size, shape and orientation. Usually leave a space between words. Say the purpose of different texts/ types of writing (at least three). Write simple labels and captions. Write simple labels and captions. Show some control over word order, producing short logical statements. Use apostrophes for omission and singular possession correctly. Use punctuation to show division between clauses with confidence e.g., and Use punctuation to show division between clauses with confidence e.g., and Use inverted commas to punctuate most direct speech inserting commas- many used correctly. Use inverted commas to punctuate most direct speech inserting commas- many used correctly. Use excamation marks and question marks and question marks and question marks and question marks of exclamation marks and question marks and question marks of exclamation marks and question marks of exclamation marks and exclamation marks when required. Use a range of devices considering audience and genre (e.g. headings, built points, logically sequenced events etc.). Use a range of devices considering audience and genre (e.g. headings, built points, logically sequenced events etc.). Use a range of devices considering audience and genre (e.g. headings, built points, logically sequenced even		_ =		Use some suffixes to snell some		nuent.	nuent.	_
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			Usually use capital letters for proper	1	1	Organise ideas appropriately for	1 1 1	1
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	Begin to attempt to write simple	T	Write about real events, recording	Use paragraphs to organise their	bullet points, logically sequenced	Use many modal verbs to indicate	pronouns, synonyms) within and
	known stories / recount.	Begin to use question marks and exclamation marks.	these simply and clearly.	writing logically but may be inconsistent.	events etc.).	degrees of possibility.	across paragraphs.
	Write simple sentences which can be read by themselves and others.	Sequence sentences to form short narratives / recounts.	Write simple, coherent narratives about personal experiences and those of others (real or fictional).	Begin to link paragraphs (e.g. adverbs and prepositions).	Use fronted adverbials with correct comma placement.	Selecting and using imaginative and ambitious vocabulary appropriately for effect.	Use verb tenses consistently and correctly throughout their writing.
		Re-read writing to ensure it makes sense.	Write for different purposes showing some awareness of	Begin sentences in different ways to avoid repetition.	Use a style appropriate to task and mostly maintained.	Use more sophisticated conjunctions to link some clauses (e.g. although,	Use the range of punctuation taught at key stage 2 mostly correctly: .(full stop) ,(clarity) ,(list)
		Produce own ideas for writing and shows some control over word order to produce logical statement.	purpose/audience. Use some expanded noun phrases to describe and specify.	Sometimes adapt chosen form to the audience.	Use carefully selected expanded noun phrases. Use carefully selected verbs and	however, despite, even though, as a result) when appropriate. Use a variety of sentence for effect	?(question) !(exclamation) " "(speech) '(contraction) '(possession) ()(brackets) -(dash) - (hyphen)(ellipses) :(colon e.g. list)
		Write simple sentences.	Show evidence of attempting adventurous/interesting vocabulary	Use expanded noun phrases to describe and specify.	adverbs. Show evidence of well selected,	with confidence (simple, compound and complex).	;(semi-colon e.g. list) Spell correctly most words from the
		Join words and clauses using 'and' or any other connectives.	Use co-ordination (e.g. and, but, or, so) to join clauses.	Use adjectives and adverbs for description.	ambitious vocabulary considering purpose and audience.	10	year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious
	· /	Use past and present correctly some of the time.	Use some subordination (e.g. because, if, that) to join clauses.	Show evidence of attempting adventurous/interesting vocabulary considering purpose and audience.	Use nouns, pronouns and tenses accurately and consistently throughout.		vocabulary. Maintain legibility in joined
	1		Use past and present mostly correctly and consistently.	Use co-ordination and subordination to join clauses with variety.	Begin to use a variety of complex sentences changing the position of	77	handwriting when writing at speed.
				Use past and present correctly and consistently including progressive	the subordinate clause appropriately.		
		7		form (ing). Express time and place using adverbs and prepositions.	Begin to use a variety of sentence for effect (simple, compound and complex).	leg-	
				Use correct noun and verb agreement.	Use the correct determiner / article (e.g. the, a, an).		
				and the second			
Greater Depth (GDS)	Spell phonically regular words of more than 1 syllable (from phase 2 & 3) e.g. turnip, burger, mixer	Segment words into phonemes and represent these by graphemes, spelling most correctly.	Spell most Y2 common exception words correctly. Add suffixes to spell most words	Use suffixes to spell most words correctly (e.ging, -ed, -es, -er, -ly, -ment, -ness).	Spell most words from the Year 3 & 4 spelling list and school's spelling programme.	Spell many words from the Year 5 & 6 spelling list and school's spelling programme.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have
	Spell many irregular and high frequency words. (from Phase 2 & 3 with only occasional errors).	Spell most Year 1 HFW and common exception words correctly and some from the Year 2 list.	correctly in their writing (e.gment, -ness, -ful, -less, -ly).	Spell most words from the Year 3 school's spelling programme and Year 3/4 word list.	Select the correct homophone mostly accurately.	Spell most unfamiliar words containing silent letters.	read as models for their own writing (e.g. literary language, characterisation, structure).
	Form most letters correctly although size and shape may be irregular.	Use some suffixes to spell some words correctly (e.ging, -ed, -er, -	Use the diagonal and horizontal strokes needed to join some letters Use commas in a list.	Handwriting is usually joined and legible and show consistency in	Handwriting is joined, consistent and fluent.	Handwriting is joined, consistent and fluent.	Distinguish between the language of speech and writing and choose the
	Consistently leave a space between words.	es, -ly). Usually write lower-case letters in	Use apostrophes for contractions.	Use apostrophes for omission and	Use apostrophes for plural possession.	Use a hyphen to avoid ambiguity e.g. twenty-three years old, silk-like, reorder, window-shopping, etc.	appropriate register. Pupils should recognise that certain
	Begin to show awareness of how to use full stops.	regular size, shape and orientation, always beginning and finishing in the right place.	Use apostrophes for possession. Write effectively and coherently for different purposes, drawing on their	Use inverted commas to punctuate most direct speech including	Show evidence of commas to mark clauses- mostly used accurately. Use inverted commas to punctuate	Select appropriate punctuation to show division and relationship between clauses : or;	features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated
	Begin to show awareness of how to use capital letters.	Show some control of ascenders and descenders.	reading to inform vocabulary and grammar of their writing.	inserting commas correctly some of the time.	most direct speech inserting commas- mostly used correctly.	Confidently use a range of devices considering audience and genre (e.g.	sentences) are less likely in writing and be able to select alternative vocabulary and grammar.
	Use key features of narrative in their own writing.	Use full stops and capital letters to demarcate many sentences.	Show evidence of attempting some ambitious vocabulary.	Use paragraphs to organise their writing logically.	Link most paragraphs to ensure flow of writing using cohesive devices effectively.	headings, bullet points, logically sequenced events etc.).	Exercise an assured and conscious control over levels of formality,
	Produce 5 or more logical sentences on one theme.	Use finger spaces between words consistently.	Begin to organise their writing using paragraphs.	Link many paragraphs (e.g. adverbs and prepositions).	Show evidence of using strategies to engage the reader appropriate for	Confidently uses well selected vocabulary considering purpose and audience including formal and	particularly through manipulating grammar and vocabulary to achieve this.
	Begin to use and to join sentences and ideas.	Sequence sentences to form longer pieces of writing (more than one paragraph).	Make simple additions, revisions and proof-reading corrections to their own writing.	Open sentences in many different ways (e.g. fronted adverbials).	the genre and audience. Begin to use more sophisticated	informal (e.g. conversational and colloquial).	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-
		Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.	Confidently use coordinating conjunctions to join clauses.	Adapt chosen form to audience. Show evidence of well selected vocabulary considering purpose and	conjunctions to link ideas and sentences (e.g. as a result, although, however, even though).	Begin to use passive voice. Use a wide variety of conjunctions to link clauses for subordination and	colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
		Write simple and compound sentences.	Begin to use a range of subordinating conjunctions to form complex sentences.	audience. Begin to use complex sentences	Use a variety of sentence for effect with confidence (simple, compound and complex).	coordination accurately. Use a variety of sentence for effect	meaning and avoid amplguity.
		Use 'and' and at least one other conjunction to join clauses correctly.		where subordination is at the start.		with confidence (simple, compound and complex) to manipulate the reader.	
		Use past and present tense correctly most of the time.					