





Working TOWARDS the expected standard

The pupil can, after discussion with the teacher:						
• write sentences that are sequenced to form a short narrative (real or fictional)						
• demarcate some sentences with capital letters and full stops						
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others						
• spell some common exception words (see English Appendix 1)						
• form lower-case letters in the correct direction, starting and finishing in the right place						
• form lower-case letters of the correct size relative to one another in some of their writing						
• use spacing between words						

Working AT the expected standard

The pupil can, after discussion with the teacher:						
write simple, coherent narratives about personal experiences and those of others (real or fictional)						
write about real events, recording these simply and clearly						
<ul style="list-style-type: none"> <li>demarcate most sentences in their writing with: capital letters and full stops and use question marks correctly when required</li> </ul>	capital letters					
	full stops					
	question marks					
• use present and past tense mostly correctly and consistently						

<ul style="list-style-type: none"> <li>use co-ordination (e.g. or / and / but) to join clauses:</li> </ul>	or						
	and						
	but						
	Others						
<ul style="list-style-type: none"> <li>use some subordination (e.g. when / if / that / because) to join clauses:</li> </ul>	when						
	if						
	that						
	because						
	Others						
<ul style="list-style-type: none"> <li>segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</li> </ul>							
<ul style="list-style-type: none"> <li>spell many common exception words (see English Appendix 1)</li> </ul>							
<ul style="list-style-type: none"> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>							
<ul style="list-style-type: none"> <li>use spacing between words that reflects the size of the letters</li> </ul>							

Working at GREATER DEPTH within the expected standard

**The pupil can, after discussion with the teacher:**

<ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>							
<ul style="list-style-type: none"> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>							
<ul style="list-style-type: none"> <li>use the punctuation taught at KS1 mostly correctly</li> </ul>	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	possessive apostrophe (singular)						
	apostrophes for contracted forms						
<ul style="list-style-type: none"> <li>spell most common exception words (See English Appendix 1)</li> </ul>							
<ul style="list-style-type: none"> <li>add suffixes to spell some words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> </ul>	-ment						
	-ness						
	-ful						
	-less						
	-ly						
	Others						

- use the diagonal and horizontal strokes needed to join some letters

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To use subordinating conjunctions																			
Adverbs and prepositions to show time and place																			
To mostly use 'a' and 'an' correctly																			
To spell many words with prefixes correctly																			
To spell many words with suffixes correctly																			
To begin to spell homophones correctly																			
To spell some of Year 3 words correctly																			
To use neat joined handwriting																			
<b>Working at GREATER DEPTH. The pupil can:</b>																			
To plan and write with understanding and purpose																			
To use structure of several text types																			
To self-assess (star and target)																			
To peer-asses (star and next step)																			
To make ambitious word choices to add detail, effect and engagement																			
To create settings, plots and characters in stories																			
Use paragraphs																			
To maintain the same tense with correct subject/verb agreement e.g. they were, I was etc																			
To use above punctuation correctly (capital letters, full stops, question marks, exclamation marks, commas for lists and inverted commas)																			
Subordinate clauses (beginning and end of sentences)																			
To spell homophones correctly																			

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Proofread own and others' work confidently, assessing effectiveness and make necessary corrections and improvements including making it more concise									
Cohesion within and across paragraphs (conjunctions, adverbials, pronouns etc)									
Use commas correctly									
Brackets/dashes/commas for parenthesis									
Co-ordinating conjunctions									
Subordinating conjunctions									
Subordinate clauses at the beginning and end of a sentence.									
Relative clauses within a sentence									
Modal verbs									
To confidently change the spelling of words using suffixes to change word type									
To spell many Year 5/6 words correctly									
To use neat joined handwriting									
<b>Working at GREATER DEPTH. The pupil can:</b>									
Consistently write for a range of purposes/audiences using correct layout, vocabulary, language features, grammar, structure and organisation									
To describe settings, characters and atmosphere with carefully chosen vocabulary which affects mood, clarity and pace of the narratives									
Regularly use dialogue to aid action within narratives									
Begin to perform their own compositions adapting intonation, volume and movement so meaning is clear									
Use all the above punctuation consistently and correctly (capital letters, full stops, question marks, exclamation marks, commas for lists, inverted commas, apostrophes for possession, commas, brackets, dashes)									
Use a range of clause structures (subordinate, main and relative) and phrases (expanded noun, prepositional, adverbial) in a range of places within a sentence (beginning, middle, end) in one piece of writing									
To spell most Year 5/6 words correctly									

Spell all common homophones correctly and  
most complex homophones correctly

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