



Working Towards

To use finger spaces.
To begin to form my letters correctly.
To sound out words and write the sounds I can hear.

Working At (All Of Towards Plus Below)

To use 'and' to join ideas together
To begin to punctuate my sentences using a capital letter and a full stop.
To use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
To say out loud what I am going to write about.
To produce my own ideas for writing.
To write sentences related to the topic I am writing about.
To use adjectives to describe a noun

Greater Depth (Everything Achieved)

To re-read my sentences to check they make sense
To use the conjunctions because, so, but
To spell words containing each of the 40+ phonemes, common exception words and the days of the week.
To use the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs.
To use the prefix un.
To use ing, ed, and est where no change is needed in the spelling of root words (e.g. helping, helped, helper).
To begin to punctuate my sentences using a question mark or an exclamation mark



Working Towards the Expected Standard

To write sentences that are sequenced to form a short narrative (real or fictional)
To write some sentences with capital letters and full stops
To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
To form lower-case letters in the correct direction, starting and finishing in the right place.
To form lower-case letters the correct size relative to one another in some writing,
To spell some year 1 common exception words.
To use spacing between words

Working at the Expected Standard

To write simple, stories that make sense about personal experiences and those of others (real or fictional)
To write about real events, recording these simply and clearly
To demarcate most sentences in my writing with capital letters (start of sentence, proper nouns, I) and full stops
To use question marks and exclamation marks correctly when required
To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
To use and have checked that my present and past tense is correct
To spell many year 2 common exception words
To segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others
To form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
To present my work and ensure my handwriting is neat.
To ensure my bs and ds are the right way round.
To use spacing between words that reflects the size of the letters

Working at a Greater Depth Within the Expected Standard

To write effectively and my writing makes sense for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.
To use sentences with different forms (statements, questions, exclamations and commands)
To use an expanded noun phrase e.g. the red, shiny boat
To begin to use commas in a list
To use the possessive apostrophe eg. Kate's hat
To use the omissive apostrophe e.g can't
To proof read for spelling and punctuation errors
To propose changes to vocabulary in order to make my writing more interesting
To use the punctuation taught at key stage 1 mostly correctly
To spell most common exception words
To add suffixes to spell most words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly)
To use the diagonal and horizontal strokes needed to join letters



Working Towards the Expected Standard

To plan my writing and say my sentence out loud before I write it.
To make sure my handwriting is neat and can be easily read.
To ensure my lowercase and uppercase letters are the correct size.
To use adjectives in my writing.
To use finger spaces, capital letters and full stops.
To use a wider range of conjunctions such as when, if, because, although.
To use pronouns to avoid repeating the names of people and objects.
To use different sentence openers in my writing.
To use ? ! and , in a list.

Working At (All Of Towards Plus Below)

To provide enough detail to interest my reader.
To vary the structure of my sentences to interest my reader.
To use headings and sub-headings in a report.
To use create settings, characters and plots in narrative writing.
To use noun phrases (e.g. blue butterfly, the man on the moon)
To use paragraphs to organise my work
To use adverbs and prepositions to show time
To begin to use speech marks (inverted commas)
To spell some words correctly* (Year 3 and 4 list)
To maintain the correct tense throughout my work (past, present)
To begin to produce neat joined handwriting
To use apostrophes for contractions e.g. can't, won't

Greater Depth (Everything Achieved)

To use 'a' and 'an' correctly
To write in past and present tense correctly
To write neatly and join my handwriting
To correctly use apostrophes to show possession
To begin to use brackets
To begin to use colons in a list
To spell most words correctly (Year 3 and 4 list)
To use and correctly punctuate direct speech



Working Towards the Expected Standard

To use conjunctions to show time and place such as when, before, after, while.
To use a range of conjunctions e.g. if, because, although
I always use capital letters for proper nouns and always start my sentences with a capital letter.
To always use full stops correctly.
To always use question marks and exclamation marks correctly.
To always use commas in a list correctly
To use the correct tense in my written work such as; 'did/done', 'was/were', 'is/are'.
To produce legible handwriting
To use paragraphs
To describe settings, characters and the plot in narratives.
To use heading and sub-headings in non-narratives.
To use apostrophes for omission e.g. can't, won't shan't

Working At the Expected Standard (Plus All Of Working Towards)

To include enough detail to interest the reader
To provide a clear beginning/opening and ensure a clear and concise ending/finish
To use pronouns so I don't overuse nouns and proper nouns
To use apostrophes to show possession with singular and plural nouns. David's dog (the dog belongs to David) The horses' hay is damp. (the hay belonging to several horses is damp)
To use adverbs, adjectives and prepositional phrases to expand my sentences – the teacher = the strict maths- the teacher with curly hair.
To use and correctly punctuate direct speech. "Look at that tree," he muttered. The branch broke, "Look Out!" he shouted.
To begin to use punctuation for parenthesis (a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it) : brackets, dashes or commas. () - ,
To begin to use semi colons in lists
To accurately use colons to introduce a list.
To spell most words correctly (year 3 and 4)
To produce legible joined handwriting.

Working at a Greater Depth within The Expected Standard (Everything Achieved)

To use commas after fronted adverbials (they describe where, when or how something is done) – Later that day, Suddenly,
To begin to use commas to avoid ambiguity. E.g. Let's eat, Grandpa.
To produce neatly joined handwriting.
To consistently write in the appropriate tense including using present perfect
To begin to use passive verbs to change the way information is used in a sentence.
E.g. Sue changed the flat tire. (active) The flat tire was changed by Sue. (passive)



Working Towards the Expected Standard

To plan my writing to ensure I am writing for the correct audience and purpose
To indicate possibility using adverbs – perhaps, surely, or modal verbs - might, should, will, must.
To write sentences with relative clauses and pronouns such as; who, which, where, when, whose, that.
To use different ways to link my paragraphs such as = (then, after that, firstly)
To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions mostly correctly.
To spell most words correctly (Year 3 and 4 words)
To produce neat legible joined handwriting
To use the correct subject verb agreement (we were, we was)

Working At (All Of Towards Plus Below)

To use brackets, dashes or commas to indicate parenthesis (after thought or extra piece of information CAI).
To use the correct tense; past, present and future mostly correctly
To use commas to avoid ambiguity.
To link my paragraphs using adverbials of time = (after a while, eventually, meanwhile)
To use; headings, sub-headings, bullet points to organise my work.
To correctly use colons and semi colons in a list
To create setting, characters and plot in narrative.
To use inverted commas to show someone is speaking in my writing
To begin to use hyphens
To spell some words correctly (Year 5 and 6 words)

Greater Depth (Everything Achieved)

To use passive verbs to change the way information is used in a sentence. (was beaten, is spoken)
To use apostrophes for possession and in plural words
To begin to use semi-colons, colons or dashes to mark independent clauses.
To build cohesion within and across paragraphs which makes my writing flow. (all in all, furthermore, conversely)
To use expanded noun phrases (e.g. the sleek, scarlet car) effectively
To create atmosphere and integrate dialogue to convey character and advance the action
To use the correct level of formality for the genre of writing
To use the present perfect form and begin to use the past perfect form



Working Towards the Expected Standard

To use paragraphs to organise ideas.
To describe settings and characters.
To use simple devices to structure writing in non-narrative to support the reader e.g. headings, sub headings
To use the correct subject and verb agreement: 'We were' not 'We was' consistently
To write in the correct tense: past, present or future and it is consistent throughout
To use clauses in my writing beginning with who, which, where, when, whose, that.....
To use some cohesive devices (linking words and phrases) within and across sentences and paragraphs e.g. as a result, however.
To use different verb forms mostly accurately e.g. help, helps, helped, helping.
To use time conjunctions to indicate chronology.
To use coordinating conjunctions (for, and, nor, but, yet, or, so) and subordinating conjunctions e.g. although, because, while.
To use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions correctly.
To spell most words correctly.
To produce legible, joined handwriting.

Working At the Expected Standard

To create atmosphere and integrate dialogue to convey characters and advance the action.
To select language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing).
To select vocabulary, phrases and clauses that are suitably formal.
To use a range of cohesive devices including adverbials e.g. later that afternoon, in the beautiful garden, since she felt unwell.
To use passive and modal verbs e.g. should, might, may.
To ensure my verb tenses are always consistently correct.
To use a wide range of clause structures.
To use adverbs, fronted adverbs, preposition phrases (e.g. under the warm blanket) and expanded noun phrases (e.g. A large, dark rain cloud hung over the house.) effectively.
To use inverted commas, commas for clarity and punctuation for parenthesis e.g. brackets, dashes or commas mostly correctly.
To begin to use semi colons, dashes, colons and hyphens.
To use the possessive apostrophe accurately even in plural words such as girls' and children's
To spell most words correctly including common exception words.
To maintain legibility, fluency and speed in handwriting.

Working at a Greater Depth within The Expected Standard

To select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
To use formal and informal language, I can use a range of ambitious vocabulary and my punctuation and grammar is always accurate.
To distinguish between the language of speech and writing and choose the appropriate register.
To select verb forms for meaning and effect
To use a full range of punctuation accurately including: semi-colons and colons to mark the boundary between independent clauses.