

	Year 3	Year 4	Year 5	Year 6
HANDWRITING	<ul style="list-style-type: none"> • My handwriting is becoming increasingly legible and consistent. • I can use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters, when adjacent to each other, are best left un-joined. 	<ul style="list-style-type: none"> • I meet the Year 3 objectives and: • My down strokes are becoming parallel and equidistant. • My ascenders and descenders are a suitable length and do not touch. 	<ul style="list-style-type: none"> • I can write legibly and fluently at speed. • I can make good and consistent decisions regarding whether or not to join specific letters. 	<ul style="list-style-type: none"> • I can write legibly and fluently at speed • I can make good and consistent decisions regarding whether or not to join specific letters.
COMPOSITION				
Purpose	<ul style="list-style-type: none"> • I am beginning to make the purpose of my writing clear. • I can often include the main features of a style of writing. • I am beginning to show some awareness of the reader. 	<ul style="list-style-type: none"> • The purpose of my writing is often clear. • I can include the main features of a style of writing • I often show that I am aware of the reader. 	<ul style="list-style-type: none"> • The purpose of my writing is clear and consistent. • I can include the features of a style of writing and can often adapt these when required. 	<ul style="list-style-type: none"> • I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
Description	<ul style="list-style-type: none"> • In narrative writing, I can often create characters, settings and plot. • I am beginning to use a rich and varied vocabulary. 	<ul style="list-style-type: none"> • In narrative writing, I am beginning to use descriptive language to add imaginative detail to characters, settings and plot. • I am beginning to integrate dialogue. 	<ul style="list-style-type: none"> • In narrative writing, I often use descriptive language to add imaginative detail to characters, settings and atmosphere. • I can often integrate dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> • In narrative writing, I can use descriptive language to add imaginative detail to characters, settings and atmosphere. • I can integrate dialogue to convey character and advance the action.
Cohesion	<ul style="list-style-type: none"> • I am beginning to make links between sentences within paragraphs (using conjunctions, pronouns, adverbs). • I am beginning to understand that a paragraph has one main idea which is usually explained further. • In non-narrative writing, I am beginning to use simple organisational devices (e.g. headings and subheadings). 	<ul style="list-style-type: none"> • I can often link sentences within paragraphs (using conjunctions, pronouns, adverbs). • I can use paragraphs to organise my ideas. • In non-narrative writing, I can use simple organisational devices (e.g. headings and subheadings). 	<ul style="list-style-type: none"> • I can link sentences to create cohesion within paragraphs (e.g. using conjunctions, pronouns and adverbials). • I can often show links between paragraphs (e.g. using adverbials and conjunctions). • In non-narrative writing, I can use a range of organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining). 	<ul style="list-style-type: none"> • I can use a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials, pronouns, synonyms). • In non-narrative writing, I confidently use a range of organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining).
Plan / draft / evaluate	<ul style="list-style-type: none"> • I can discuss examples of other people's writing. • I can discuss and record my ideas. • I can compose and rehearse sentences orally. • I can assess the effectiveness of my own and other's writing • I am beginning to suggest improvements (e.g. spelling and punctuation). • I can read my writing aloud to a group or the whole class with appropriate volume and beginning to use appropriate tone and intonation. 	<ul style="list-style-type: none"> • I can discuss examples of other people's writing, beginning to identify the structure, grammar and vocabulary used. • I can compose and rehearse sentences orally using a varied vocabulary and a range of sentence structure. • I can assess the effectiveness of my own and other's writing. • I can often suggest improvements to vocabulary and grammar to improve consistency (including accurate use of pronouns in sentences). • I can read my writing aloud to a group or the whole class using the appropriate intonation, tone and volume so the meaning is clear. 	<ul style="list-style-type: none"> • I can note and develop initial ideas, drawing on reading and research where necessary. • When drafting, I can select appropriate grammar and vocabulary, often understanding how such choices can change and enhance meaning. • I can assess the effectiveness of my own and others' writing. • I can often suggest improvements to vocabulary, grammar and punctuation to enhance effect and clarify meaning. • I can ensure broadly consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • I can note and develop initial ideas, considering how other authors have developed character and setting. • When drafting, I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • I can assess the effectiveness of my own and other's writing. • I can suggest improvements to vocabulary, grammar and punctuation to enhance effect and clarify meaning. • I can ensure consistent and correct use of tense throughout a piece of writing. • I can ensure correct subject verb agreement, distinguishing between the language of speech and writing and choosing the appropriate register.

Vocabulary, Grammar and Punctuation				
Punctuation	<ul style="list-style-type: none"> I often use capital letters, full stops, question marks and exclamation marks accurately. I am beginning to use commas correctly (e.g. within lists, after fronted adverbials and after subordinate clauses when at the start of a sentence). I am beginning to use inverted commas to punctuate direct speech. I can use the apostrophe of possession with singular nouns. 	<ul style="list-style-type: none"> I can use capital letters, full stops, question marks and exclamation marks accurately. I often use commas correctly (e.g. within lists, after fronted adverbials and after subordinate clauses when at the start of a sentence). I often punctuate direct speech correctly. I can use the apostrophe of possession with plural nouns. 	<ul style="list-style-type: none"> I can use capital letters and the full range of sentence ending punctuation correctly. I can punctuate direct speech correctly. I can use commas correctly. I often use brackets, dashes and commas for parenthesis. 	<ul style="list-style-type: none"> I can use the range of punctuation taught at KS2 correctly including: <ul style="list-style-type: none"> Commas to clarify meaning Hyphens to avoid ambiguity Brackets, dashes or commas for parenthesis Semicolons, colons or dashes to mark independent clauses Colons to introduce a list Bullet points
Sentence construction	<ul style="list-style-type: none"> I use simple sentences accurately. I can use coordinating conjunctions (and, but, so) to extend my sentences. I am beginning to use subordinating conjunctions correctly (when, if, because, although). 	<ul style="list-style-type: none"> I can use coordinating conjunctions (FANBOYS) to extend my sentences. I can use a range of subordinating conjunctions (e.g. when, if, because, although) often correctly. I can vary my use of tenses, including using the present perfect in contrast to the simple past (I have gone rather than I went). 	<ul style="list-style-type: none"> I can vary the length and structure of my sentences for effect. I can use relative clauses to add detail. I often use verb tenses consistently and correctly. I can start my sentences in a variety of interesting ways (including some of the following: participle phrases, preposition phrases, similes, subordinate clauses, adverbials). 	<ul style="list-style-type: none"> I can vary the length and structure of my sentences for effect. I use verb tenses consistently and correctly throughout my writing. I can start my sentences in a variety of interesting ways (including the following: participle phrases, preposition phrases, similes, subordinate clauses, adverbials).
Vocabulary and grammar	<ul style="list-style-type: none"> I am beginning to use fronted adverbials. I am beginning to use nouns and pronouns appropriately for clarity and to avoid repetition. I am beginning to use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> I often use fronted adverbials appropriately to link sentences. I use nouns and pronouns appropriately for clarity, cohesion and to avoid repetition. I can use conjunctions, adverbs and prepositions to express times and cause 	<ul style="list-style-type: none"> I can select vocabulary and grammar that reflect what the writing requires, doing this mostly appropriately, including: <ul style="list-style-type: none"> Using expanded noun phrases (to convey complicated information concisely). Beginning to use the perfect form of verbs to mark relationships of time and cause. Beginning to use modal verbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> I can select vocabulary and grammar that reflect what the writing requires, doing this mostly appropriately, including: <ul style="list-style-type: none"> Using the passive voice to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Using modal verbs to indicate degrees of possibility. I can vary the levels of formality where appropriate (e.g. by using question tags, carefully chosen vocabulary and the subjunctive mood).

Where the qualifiers are used, they have consistent meaning:

- “I can” indicates that the statement is generally met with only occasional errors (4/5).
- “I often” indicates that the statement is met frequently but not yet consistently (3/5).
- “I am beginning to” indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent (2/5).

Performance Tiers

- Emerging: between 0 and 50% of statements are met.
- Developing: 50 – 70% of statements are met.
- Secure: 70 – 90% of statements are met.
- Mastery: more than 90% of statements are met.