



# Writing Progression Map and End Points

St Joseph's RC Primary School

**One child, one  
teacher, one book,  
one pen can  
change the world.**

Malala Yousafzai



# St Joseph's RC Primary School

## Writing Curriculum Progression

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Composition	<ul style="list-style-type: none"> <li>Hold a sentence in their head or say out loud before writing</li> <li>Begin to sequence sentences to form short narratives</li> <li>Begin to convey information and ideas in simple non-narrative forms</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Re-read their own work and begin to recognise if it makes sense</li> <li>With support choose what to write about, and follow it through</li> <li>Begin to use 'story language' e.g. 'Once upon a time' and 'Happily ever after'</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by:</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write about real events / write poetry / write for different purposes</li> <li>Consider what they are going to write before beginning by:</li> <li>Plan or say out loud what they are going to write about</li> <li>Write down ideas and/or key words, including new vocabulary</li> <li>Encapsulate what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing by:</li> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proof-read to check for</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by:</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and recording ideas</li> <li>Draft and write by:</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>)</li> <li>Organise paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>Evaluate and edit by:</li> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by:</li> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Draft and write by:</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Precise longer passages</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points,</li> </ul>

		<p>errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <ul style="list-style-type: none"> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>sentences</p> <ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors.</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>underlining]</p> <ul style="list-style-type: none"> <li>Evaluate and edit by:</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of</li> </ul>
Transcription: Spelling and Handwriting	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write some irregular common words e.g. RWI - red words e.g. the, to, said, he, she, we, be, go, you, your, come, some</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Write recognisable digits and capital letters most of which are correctly formed</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and representing</li> <li>These by graphemes, spelling many correctly</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Learn to spell common exception words</li> <li>Learn to spell more words with contracted forms</li> <li>Learn the possessive apostrophe (singular) [for example, the girl's book]</li> <li>Distinguish between homophones and near-homophones</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a</li> </ul>

		<ul style="list-style-type: none"> <li>• Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• Apply spelling rules and guidance, as listed in <u>English Appendix 1</u></li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<p>dictionary</p> <ul style="list-style-type: none"> <li>• Use a thesaurus.</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choose the writing implement that is best suited for a task.</li> </ul>
Grammar: Vocabulary and Punctuation	<ul style="list-style-type: none"> <li>• Use capital letters for own name and personal pronoun 'I'</li> <li>• Begin to join words with and e.g. fish and chips</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>

	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> </ul>	<p>letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, exclamation, command</li> <li>• Expand noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Subordinate (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use some features of written Standard English</li> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<p>because, although</p> <ul style="list-style-type: none"> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Learn the grammar for years 3 and 4 in English Appendix 2</li> <li>• Indicate grammatical and other features by:</li> <li>• Use commas after fronted adverbials</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Use and punctuate direct speech</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Learn the grammar for years 5 and 6 in English Appendix 2</li> <li>• Indicate grammatical and other features by:</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>
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# St Joseph's RC Primary School

## Writing End Points

### Reception

<ul style="list-style-type: none"> <li>Children will be experimenting with mark making and writing patterns in a range of mediums.</li> <li>They will begin to develop a dominant hand and work towards a tripod grip.</li> <li>Children will start to give meaning to marks and labels.</li> <li>Writing initial sounds and simple captions. Use initial sounds to label characters / images.</li> <li>Children will begin to write letters from their names.</li> <li>Daily name writing practice.</li> </ul>	<ul style="list-style-type: none"> <li>Labelling using initial sounds.</li> <li>Orally telling stories sometimes with adults acting as scribes</li> <li>Writing CVC words with support.</li> <li>Writing simple captions about pictures.</li> <li>Forming letters correctly using RWI mnemonics.</li> <li>Sequence stories</li> </ul>	<ul style="list-style-type: none"> <li>Writing some of the tricky words.</li> <li>Writing CVC words independently.</li> <li>Labels using CVC, CVCC, CCVC words.</li> <li>Guided writing based around developing short sentences.</li> <li>Daily handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and labelling our own story, maps, writing captions, labels and simple sentences</li> <li>Writing short sentences to accompany story maps.</li> <li>Character descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Writing for a purpose in play, using phonetically plausible attempts at words.</li> <li>Beginning to use finger spaces.</li> <li>Form lower-case and capital letters correctly.</li> <li>Rhyming words.</li> <li>Innovation of familiar texts Using familiar texts as a model for writing own stories.</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences using a range of tricky words that are spelt correctly.</li> <li>Beginning to use full stops and finger spaces independently.</li> <li>Writing multiple sentences around a single theme.</li> </ul>
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### Year 1

#### Composition

Sentence structure/Grammar

Write simple sentences

Sentence structure is often repeated Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs

		To write simple compound sentences using and
	Punctuation	To separate words with spaces Beginning to use capital letters and full stops to demarcate some sentences. To begin to use question marks and exclamation marks to demarcate sentences To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)
	Text structure and organisation	Sentences planned orally before they are written. Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained. Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)
	Drafting and Editing	Checks that their writing makes sense by rereading and makes simple changes where suggested
	Effective use of language/Vocabulary (including awareness of reader)	Uses vocabulary which is appropriate to the subject matter. Some use of adjectives for description Writing refers to the context of task.
Transcription	Spelling	Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding - ing, -ed, -er and -est where there is no needed in the spelling of the root word (see NC appendix 1)
	Handwriting	Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size) Holds a pencil comfortably and correctly Form capital letters and digits 0-9 Understand which letters belong to the handwriting 'families' and practise these
Year 2		
Composition	Sentence structure/Grammar	Uses correctly structured simple and compound sentences. Growing variety of simple conjunctions being used -Subordination (when, if, that, because) and coordination (or, and, but). Uses a variety of sentence beginning Mostly consistent use of the tense that is appropriate to the task. Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command) Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was

		shouting)
	Punctuation	<p>Mostly uses capital letters and full stops to demarcate sentences.</p> <p>To use question marks and exclamation marks, realising their effect on the reader</p> <p>To consistently use capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p> <p>Commas to separate an item in a list</p> <p>Uses apostrophes to mark where letters are missing (omission) - simple common contractions</p> <p>Starting to use apostrophes to mark singular possession in nouns</p>
	Text structure and organisation	<p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order.</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems</p> <p>Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately</p>
	Drafting and Editing	<p>Simple additions, revisions and corrections to their own writing including:</p> <p>Rereading to check for sense</p> <p>Proof reading for errors</p> <p>Uses grammatical vocab from appendix 2 when discussing work (Y1/2)</p>
Transcription	Effective use of language/Vocabulary (including awareness of reader)	<p>Adjectives, adverbs and expanded noun phrases to describe and specify</p> <p>Uses some specific vocabulary linked to the topic in non-narrative writing</p>
	Spelling	Spelling rules and guidance from Appendix 1 year 2 are usually applied accurately
	Handwriting	<p>Holds a pencil comfortably and correctly</p> <p>Form lower case letters of the correct size relative to one another</p> <p>Start to use some of the diagonal and horizontal strokes needed to join letters</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Upper and lower case letters not mixed within words</p>
Year 3		
Composition	Sentence structure/Grammar	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly.</p> <p>Sentences with more than one clause are increasing evident, however these may remain uncontrolled.</p> <p>Uses an increasing variety of sentence openings.</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of)</p>



		<p>First and third person and tense are used consistently.</p> <p>Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing</p> <p>Mostly uses the forms a or an according to whether next word begins with consonant or vowel</p> <p>Punctuation to mark sentences - full stops, capital letters, exclamation and question marks - is usually used accurately.</p> <p>Capital letters used accurately for proper nouns</p> <p>Apostrophe use increasingly accurate</p> <p>Usually using inverted commas to punctuate direct speech.</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>
	Text structure and organisation	<p>Plans using ideas gathered from wider reading and modelling.</p> <p>Writing demonstrates an understanding of purpose and audience</p> <p>Main features of story structure are present - beginning, middle and clearly developed resolution</p> <p>Usually groups similar information together (starting to use paragraphs for all forms of writing).</p> <p>Simple overall structure of the chosen non-narrative text type is usually used appropriately.</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations</p>
	Drafting and Editing	<p>To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</p> <p>Can make simple improvements for content either within their own and others' writing</p>
	Effective use of language/Vocabulary (including awareness of reader)	<p>Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs,</p> <p>Using technical language appropriate to the text type</p>
Transcription	Spelling	<p>Some of spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately including further homophones and possessive apostrophe</p>
	Handwriting	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using a joined style of handwriting.</p>
Year 4		
Composition	Sentence structure/Grammar	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Use of a wide and varied range of sentence openings</p>

		<p>Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Choice of tense is accurate and consistent.</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p>Use of fronted adverbials (e.g. later that day, I heard the bad news.)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>
	Punctuation	<p>Capital letters, full stops, question marks and exclamation marks are used accurately.</p> <p>Commas used after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)</p> <p>Apostrophes to mark singular and plural possession</p>
	Text structure and organisation	<p>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</p> <p>The ending is developed and of an appropriate length.</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Consistent and appropriate use of the structure of the chosen nonnarrative text type.</p> <p>In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>
	Drafting and Editing	<p>Independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense</p>
	Effective use of language/Vocabulary (including awareness of reader)	<p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Beginning to use a range of powerful verbs.</p> <p>Attempts to use technical and precise vocabulary in non-narrative writing</p> <p>Writer's viewpoint is established, but may not be maintained</p>
Transcription	Spelling	<p>Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied</p>

	Handwriting	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting</p>
Year 5		
Composition	Sentence structure/Grammar	<p>A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing</p> <p>Expanded phrases and clauses are used to add information or detail</p> <p>Appropriate use of direct and reported speech</p> <p>Beginning to use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun</p> <p>Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)</p>
	Punctuation	<p>All sentences are demarcated appropriately.</p> <p>Use of commas to clarify meaning or avoid ambiguity ( e.g. Let's eat grandma. Let's eat, grandma)</p> <p>Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.</p> <p>Some use of brackets, dashes or commas to indicate parenthesis</p>
	Text structure and organisation	<p>Writing for a range of purposes and audiences</p> <p>Choose structure and organisation of text depending on audience and purpose</p> <p>Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.</p> <p>Within paragraphs, sequences of events are developed around a main sentence</p> <p>Characters develop through descriptions of appearance, actions and direct or reported speech</p> <p>Use of fronted adverbials of time, place and number to link ideas across</p> <p>Tense choice and other devices to build cohesion within and across paragraphs</p> <p>Writing shows consistently effective use of the structure of the chosen non-narrative text type.</p> <p>A widening range of layout conventions and presentational devices are used to indicate main and supporting points.</p> <p>Ideas are linked across paragraphs</p>
	Drafting and Editing	<p>Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing</p>
	Effective use of language/Vocabulary (including awareness of reader)	<p>Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description</p> <p>Narrator's or character viewpoint is established and controlled.</p> <p>Writing shows usually appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.</p>

		<p>Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc.</p> <p>Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece)</p>
Transcription	Spelling	Taught spelling rules and guidance from English Appendix 1 ( year 5 and 6) applied
	Handwriting	<p>Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters.</p> <p>However this is not always maintained when writing</p> <p>The children should be using towards a joined, legible style of handwriting.</p>
Year 6		
Composition	Sentence structure/Grammar	<p>Variety of simple, compound and complex sentences is controlled and choices are made to reflect formal and informal situations.</p> <p>Control of complex sentences usually shows understanding of manipulation of clauses for different effects.</p> <p>Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</p> <p>Range of verbs forms (e.g. conditional and passive) used, mostly accurately.</p> <p>Use of passive to affect the presentation of information in a sentence</p> <p>Appropriate choice of tense to support whole text cohesion</p> <p>Modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p>
	Punctuation	<p>Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses. Range of punctuation is mostly accurately used (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and</p>
	Text structure and organisation	<p>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.</p> <p>Paragraphs to develop and expand some ideas, descriptions, themes and events in depth Relationships between paragraphs usually give clear structure and coherence to the whole story.</p> <p>Elements of dialogue, action and description are interwoven appropriate.</p> <p>A range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader</p> <p>Each section/paragraph has a clear focus around which content is organised.</p> <p>A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis Ideas are usually organised into appropriately sequenced sections or paragraphs which lead to a well-drawn conclusion.</p>

		<p>Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.</p> <p>Wide range of layout conventions and presentational devices used to indicate main and supporting points.</p> <p>In non-narrative writing, within sections / paragraphs ideas are clearly developed or explained, including relevant detail.</p> <p>Ideas are mostly organised into appropriately sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text.</p>
	Drafting and Editing	<p>Effective of own writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.</p>
	Effective use of language/Vocabulary (including awareness of reader)	<p>Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning.</p> <p>Makes appropriate choices between colloquial language and standard English (match formal and informal situations).</p> <p>In narratives descriptions of settings, characters and atmosphere is used appropriately including integration of dialogue to convey character and advance the action.</p> <p>Effective use of well-chosen phrases e.g. adverbials, expanded noun phrases are used to engage reader and for clarity of meaning.</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Uses wider range of narrative techniques to engage the reader, e.g. use of flashback and time-shift.</p> <p>Viewpoint is well controlled and convincing.</p>
Transcription	Spelling	<p>Morphological and etymological knowledge, and the full range of spelling rules and patterns, are listed in Appendix 1 (Y5 and Y6) are applied accurately.</p>
	Handwriting	<p>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.</p>