	Strand	YEAR 6 Objectives																	
Working Towards Expected Standard	Punctuation	Mostly correct use of capital letters and full stops																	
		Question marks																	
		Exclamation marks																	
		Commas for lists																	
		Apostrophes for contractions																	
		Apostrophes for singular possession																	
	Clause structure	Coordinating conjunctions (for, and, nor, but, or, yet, so)																	
		Subordinating conjunctions (but, although, if, when, while)																	
	Cohesion	Use paragraphs to organise my ideas																	
		Use some cohesive devices (e.g. fronted adverbials, pronouns)																	
	Verb and Tenses	Use different verb forms appropriately Subject/ verb agreement throughout the text																	
	Description	Some description of setting and character (adjectives and adverbs)																	
	Spelling and presentation	Spell most words from the year 3/4 list Spell some words from the year 5/6 list Spell words with prefixes and suffixes																	
		Use presentational devices																	
		Use legible handwriting																	
Working at the Expected Stand ard	Punctuation	Parenthesis using brackets, commas or dashes																	
		Some correct use colons and semi-colons between clauses or in a list																	
		Hyphens																	
		Punctuate dialogue to convey characters and advanced the action																	
		Apostrophes for possession																	
	Clause structure	Use a range of clause structures with the correct use of commas for clarity (e.g. subordinate clauses, relative clauses or non-finite clauses)																	
	Cohesion	Adverbials used to link ideas and paragraphs Adverbial phrases (e.g. however, furthermore)																	
		Shows some awareness of formality																	
	Description	Create a sense of atmosphere																	
		Expanded noun phrases (before, after or both)																	
		Prepositional phrases																	
	Verb and Tenses	Modal verbs																	
		Passive voice																	
		Use verb tenses consistently and correctly (e.g. progressive, perfect)																	
	Spelling and presentation	Spell most words from the year 5/6 list																	
		Maintaining fluency, legibility and speed with joined handwriting																	
Greater Depth	Punctuation	Colons used to mark clauses																	
		Semi-colons used to mark clauses																	
		Full range of punctuation used consistently and accurately																	
	Description	Use figurative language for effect (e.g. metaphors, similes, personification)																	
		Writing shows a natural flare and style																	
	Formality	managing shifts between levels of formality by choosing vocabulary precisely and by adapting sentence structures for effect																	
	Verb and Tenses	Selective verb forms for meaning and effect																	

	Strand	YEAR 5 Objectives																
Working Towards Expected Standard	Punctuation	Mostly correct use of capital letters and full stops																
		Question marks																
		Exclamation marks																
		Commas for lists																
		Apostrophes for contractions																
		Apostrophes for singular possession																
	Clause structure	Coordinating conjunctions																
		Subordinating conjunctions																
	Cohesion	Use paragraphs to organise my ideas																
		Use some cohesive devices (e.g. fronted adverbials)																
	Verb and Tenses	Use different verb forms appropriately Subject/ verb agreement throughout the text																
	Description	Some description of setting and character (before the noun)																
		Use of adverbs																
	Spelling and presentation	Spell most words from the year 3/4 list Spell words with prefixes and suffixes																
		Use legible handwriting																
Working at the Expected Standard	Punctuation	Parenthesis using brackets, commas or dashes																
		Hyphens																
		Punctuate dialogue (including new line for a new speaker)																
		Correct use of colons and semi-colons in a list																
	Clause structure	Use a range of clause structures with the correct use of commas for clarity (e.g. subordinate clauses)																
		Use relative clauses beginning with relative pronouns (e.g. who, where, when, whose, that or with)																
	Cohesion	Evidence of self-editing independent work																
	Description	Expanded noun phrases (before, after or both)																
		Prepositional phrases																
	Verb and Tenses	Modal verbs																
	Spelling and presentation	Spell most words from the year 5/6 list Spell words with silent letters Distinguish between homophones																
		Maintaining fluency, legibility and speed with joined handwriting Choice of writing implement Use a range of presentational devices																
Greater Depth	Punctuation	Some correct use of semi-colons between clauses																
		Punctuate continued speech to progress the narrative																
	Cohesion	Adverbials used to link ideas and paragraphs Adverbial phrases (e.g. however, furthermore)																
	Description	Using similes and personification																
		Create a sense of atmosphere																
		Writing has a natural flare and style																
	Verb and Tenses	Passive voice																

	Strand	YEAR 4 Objectives																
Working Towards Expected Standard	Punctuation	Mostly correct use of full stops and capital letters																
		Exclamations marks																
		Question marks																
		Commas for lists																
		Apostrophes for contractions																
		Apostrophes for singular possession																
		Inverted commas used around spoken words																
	Clause structure	Coordinating conjunctions																
		Subordinating conjunctions																
	Cohesion	Group related information into paragraphs																
		Correct use of articles (a/an)																
		Some use of fronted adverbials (with commas)																
	Verb and Tenses	Subject verb agreement (past and present)																
	Description	Expand before the noun with adjectives																
		Beginning to use adverbs																
	Spelling and presentation	Some 3/4 words spelt correctly																
		Beginning to join handwriting																
Working at the Expected Standard	Punctuation	Commas for fronted adverbials																
		Apostrophes for singular possession																
		Full use of punctuation for dialogue																
	Clause structure	Begin sentences with subordination																
		Use a range of fronted adverbials (when, where, how)																
	Cohesion	Start paragraphs with adverbials																
		Evidence of self-editing independent work																
	Description	Expand before and after the noun (including prepositional phrases)																
		Use adverbs in different places of the sentence																
	Verb and Tenses	Range of tenses including present perfect and progressive																
	Spelling and presentation	Correct use of homophones																
		Most 3/4 words spelt correctly																
		Joined, legible handwriting Knowing when not to join (contractions)																
		Use of presentational devices (bullet points, sub-headings)																
Greater Depth	Punctuation	Use of comma after a subordinate opener																
		Use of a colon after a main clause to introduce a list																
		Use a new line for a new speaker for dialogue																
	Cohesion	Use adverbial phrases (e.g. furthermore, moreover, however)																
		Writer is beginning to develop their own style																
	Description	Create a sense of atmosphere																
	Spelling and presentation	Spelling generally accurate for most if not all Year 3/4 words																
		Spell words with prefixes and suffixes accurately																

	Strand	YEAR 3 Objectives																

Working Towards the Expected Standard	Punctuation	Most sentences use full stops and capital letters correctly																	
		Exclamation marks																	
		Question marks																	
		Capital letter for I																	
		Capital letter for proper nouns																	
		Apostrophes for contractions																	
	Clause structure	Use of coordinating conjunctions																	
		Beginning to use some subordinating conjunctions (because, when)																	
	Cohesion	Some use of pronouns to avoid repetition																	
	Verb and Tenses	Most sentences written in Standard English																	
		Subject verb agreement (present and past)																	
	Description	A range of adjectives																	
	Spelling and presentation	Spell most KS1 high frequency words																	
		Beginning to join																	
		Letters placed on the line																	
		Clear ascenders and descenders																	
Working at the Expected Standard	Punctuation	Commas used for lists																	
		Use a comma after fronted adverbials																	
		Apostrophes for singular possession																	
		Inverted commas used around spoken words																	
	Clause structure	Uses a range of subordinating conjunctions (although, when, because, if)																	
	Cohesion	Group related materials into paragraphs																	
		Consistent use of 1st or 3rd person																	
		Evidence of self-editing independent work																	
	Description	Expand before the noun with adjectives																	
		Beginning to use adverbs																	
		Prepositions																	
		Fronted adverbials																	
	Verb and Tenses	Secure subject verb agreement (past and present)																	
		Present perfect form instead of simple past (e.g. He has gone... instead of He went...)																	
	Spelling and presentation	Spell some Year 3/4 words correctly																	
		Spell words with prefixes and suffixes																	
		Joined, legible handwriting Choosing when not to join (contractions)																	
Greater Depth	Punctuation	Possessive apostrophes for plural possession Regular plurals (e.g. girls', boys')																	
		Irregular plurals (e.g. children's)																	
	Cohesion	Start paragraphs with adverbials																	
	Clause structure	Begin to start sentences with subordination (e.g. When... As...)																	
	Description	Expand before and after the noun																	
	Verb and Tenses	Begin to use the perfect form of the verb (e.g. had been)																	
	Spelling and presentation	Most words spelt correctly (use of dictionaries)																	

	Strand	YEAR 2 Objectives																	

Working Towards the Expected Standard	Punctuation	Some use of capital letters and full stops																	
		Using capital letter for 'I'																	
		Using capital letters for proper nouns																	
	Clause structure	Uses simple statements and questions																	
	Verb and Tenses	Beginning to use past and present tense correctly																	
	Description	Uses simple adjectives																	
	Spelling and presentation	Spelling some common exception words																	
		Segmenting words into phonemes and representing these by graphemes, spelling some correctly																	
		Forming lower-case letters correctly (direction and size)																	
		Using spaces between words																	
Working at the Expected Standard	Punctuation	Most sentences accurately punctuated with full stops and capital letters																	
		Some use of exclamation marks																	
		Some use of question marks																	
		Beginning to use commas for lists																	
		Apostrophes for contractions																	
		Beginning to use apostrophes for singular possession																	
	Clause structure	Uses statements, questions, exclamations and commands																	
		Uses coordination (and, or, but)																	
		Uses some subordination (when, if, that, because)																	
	Cohesion	Beginning to use pronouns to avoid repetition																	
	Description	Uses some expanded noun phrases to describe and specify (a range of adjectives) before the noun																	
	Verb and Tenses	Using past and present tense mostly correctly and consistently																	
		Some use of the progressive verb form (was running, are dancing)																	
	Spelling and presentation	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly																	
		Spelling many common exception words																	
		Spelling some words with contracted forms																	
		Adding suffixes to spell some words correctly (-ment, -ness, -ful, -less, -ly)																	
		Starting to use joined handwriting																	
		Forming capital letters correctly (direction and size)																	
Greater Depth	Punctuation	Using the full range of punctuation taught at KS1 mostly correctly																	
		Begin to use inverted commas to punctuate direct speech																	
	Cohesion	Use adverbial phrases to link ideas																	
		Group related material into paragraphs																	
		Make simple additions, revision and proof reading corrections to their own writings																	
	Description	Use a range of adjectives and adverbs																	
	Verb and Tenses	Use progressive verb forms in the past and present tense																	
	Spelling and presentation	Spelling most common exception words																	
		Spelling most words with contracted forms																	
		Adding suffixes to spell most words correctly (-ment, -ness, -ful, -less, -ly)																	
		Using the diagonal and horizontal strokes needed to join some of their letters																	

	Strand	YEAR 1 Objectives																	

Working Towards the Expected Standard	Punctuation	Using finger spaces between words																	
		Beginning to use full stops and capital letters																	
		Able to use a capital letter for 'I'																	
	Clause structure	Able to say a sentence which makes sense before they write it down																	
	Cohesion	Able to write independently for a sustained amount of time																	
	Spelling and presentation	Able to spell some of the HFW in their writing																	
		Using phonetically plausible attempts at words																	
		Forming most lower case letters correctly																	
Working at the Expected Standard	Punctuation	Some use of full stops and capital letters																	
		Using capital letter for 'I' consistently																	
		Beginning to Using capital letters for proper nouns																	
		Uses simple statement and questions																	
		Using spaces between words																	
		Use of question marks and exclamation marks																	
	Clause structure	Use of 'and'																	
	Spelling and presentation	Forming capital letters correctly (direction and size)																	
		Words with the suffixes –ing, -ed, -er, -est, s and –es) spelt correctly (can use resources)																	
		Forming lower case letters correctly (directing and size)																	
		Spelling some common exception words (100HFW)																	
		Segmenting words by phonemes and representing these by graphemes, spelling some correctly																	
Greater Depth	Punctuation	Most simple sentences correctly punctuated																	
		Beginning to use adverbial phrases (the, next)																	
	Cohesion	Use of a range of simple conjunctions (or, but, so)																	
	Description	Some use of simple adjectives																	
	Verb and Tenses	Beginning to use past and present tense correctly																	