

Writing

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Year Group	Internal Data
Reception	Stage 10
	Stage 11
	Stage 12
Year 1	Stage 13
	Stage 14
	Stage 15
Year 2	Stage 16
	Stage 17
	Stage 18
Year 3	Stage 19
	Stage 20
	Stage 21
Year 4	Stage 22
	Stage 23
	Stage 24
Year 5	Stage 25
	Stage 26
	Stage 27
Year 6	Stage 28
	Stage 29
	Stage 30
	Stage 31

Trust Data	
Year 2	
BLW	Stage 12 or less
WTS	Stage 13 – 16
EXS	Stage 17 +
Year 3	
BLW	Stage 14 or less
WTS	Stage 15 – 19
EXS	Stage 20 +
Year 4	
BLW	Stage 18
WTS	Stage 19 – 22
EXS	Stage 23 +
Year 5	
BLW	Stage 18
WTS	Stage 19 – 25
EXS	Stage 26+
Year 6	
BLW	Stage 18
WTS	Stage 19 – 28
EXS	Stage 29-30
GDS	Stage 31

KEY: Yellow highlight – GDS statement

Green Highlight - KPI

Reception- Writing				
Transcription				
	Stage 10	Stage 11	Stage 12	Stage 12+
Typical expectation	Autumn term in Reception	Spring term in Reception	Summer term in Reception	Exceeding in Reception
Pencil grip and Handwriting	- I can draw diagonal lines - I can draw a cross with two diagonal lines (x) - I can draw a triangle	I can form recognisable lowercase letters.	- I can hold a pencil using a dynamic tripod grip - I can correctly form all lowercase letters using the handwriting phrases on plain paper - I am beginning to identify which letter family a letter is in	- I am able to form numbers correctly - I am able to form capital letters correctly
Spelling	I can hear, say and write the sounds in a dictated cvc word.	- I can hear, say and write the sounds in dictated words that contain set 1 digraphs - I can spell the tricky words- I, the, to	- I can hear, say and write the sounds in dictated words that have four set 1 sounds. - I can spell the tricky words- the, I, to, no, of, my, he - I can write my name independently from memory	- I can hear, say and write the sounds in dictated words that have five set 1 sounds or more. - I can spell the tricky words- be, your, said, my, you
Sentence construction and punctuation		- I am beginning to understand that finger spaces are used in between words - I can write a simple dictated simple phrase (2 or 3 words) using finger spaces	- I can write a dictated sentence (4 or more words) that contains sounds that I know using finger spaces. - I am beginning to understand that full stop is used at the end of a sentence - I am beginning to understand that a capital letter is used at the start of a sentence - I am beginning to understand that a capital letter is used at the start of a name	I can write a sentence using a capital letter at the start and a full stop at the end with support
Re-drafting				I can read my own writing, check it makes sense and fix any errors
Composition				
	Stage 10	Stage 11	Stage 12	Stage 12+
	Autumn term in Reception	Spring term in Reception	Summer term in Reception	Exceeding in Reception

Oral composition	• I can ascribe detailed meaning to the marks that I write or draw eg "This is Mummy's long hair" or "this is m for mum". • I can repeat back and rehearse a word after adult modelling	• I can read my writing back to an adult • I can repeat back and rehearse a simple phrase (2 words) after adult modelling	• I contribute to shared writing with adults and other children • I can repeat back and rehearse a sentence (3-4 words) • I orally compose my own stories that have a beginning, middle and end	• I can repeat back and rehearse a sentence (5-6 words)
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Y1- Writing			
Transcription			
	Stage 13	Stage 14	Stage 15
Typical expectation	Autumn term in Y1	Spring term in Y1	Summer term in Y1
Handwriting	- I am beginning to be able to form some (at least 7) lowercase letters correctly in a mature style on handwriting lines (Stage 2) - I am able to form capital letters correctly.	I can form some (at least 13) lowercase letters correctly in a mature style on handwriting lines (Stage 2)	- I can hold a pencil using a dynamic tripod grip - I can correctly form most (at least 23) lowercase letters in a mature style on handwriting lines (Stage 2) - I can form most numerals 0 to 9 correctly - I can form most capital letters correctly
Spelling	- I can hear, say and write the sounds in longer words that contain set 1 sounds. - I can spell the tricky words- be, your, said, my, you - I can use the plural noun suffix –s (eg dog, dogs) - I can add the suffix -ing to a verb when no change is needed in the spelling of the root word.	- I can hear, say and write the sounds in dictated words that contain the set 2 sounds- ay, ee, igh, ow, oo, oo - I can add the suffix -ed to a verb when no change is needed in the spelling of the root word.	- I can hear, say and write the sounds in dictated words that contain set 2 sounds- ar, or, air, ir, ou, oy - I can use the plural noun suffix –es (eg branch branches) - I can add the suffix -er to a verb when no change is needed in the spelling of the root word. - I can add the suffix -ed to a verb when no change is needed in the spelling of the root word. - I can add the suffix -ing to a verb when no change is needed in the spelling of the root word. - I can add the prefix -un to a verb when no change is needed in the spelling of the root word
Sentence construction	- I can write a simple noun phrase with two words - I can write a dictated sentence (4-6 words) that contains sounds that I know using finger spaces.	- I can write a dictated sentence (approximately 7-8 words) that contains sounds that I know using finger spaces. - I can write a rhyming sentence - I can write an expanded noun phrase - I can use the conjunction 'and' to join two words within a sentence - I understand and identify a clause - I can join two clauses together using the conjunction 'and'	- I can write a dictated sentence (approximately 9-10 words) that contains sounds that I know using finger spaces. - I use a capital letter for the pronoun I - I use a capital letter for a place - I use a capital letter for the days of the week - I can use the correct punctuation at the end of a sentence (full stop, exclamation mark and question mark)
Punctuation	- I can use a full stop at the end of a sentence - I can use a capital letter at the start of a sentence	- I can use a capital letter for a name - I can use an exclamation mark to give a command	- I can use a question mark - I can use an exclamation mark to show strong emotions
Tense and word class	- I understand what a noun is and can identify one - I understand what a verb is and can identify one	- I can identify words that rhyme - I understand what an adjective is and can identify one	- I understand what a question is - I understand and can use time adverbials - I can identify different word classes (adjective, verb, noun)
Re-drafting			I can read and check my writing and use a green pen to edit when needed.

Composition			
	Stage 13	Stage 14	Stage 15
	Autumn term in Y1	Spring term in Y1	Summer term in Y1
Oral composition	- I can repeat back and rehearse a sentence (5-6 words) - I orally compose my own story that contains 3 or 4 sentences for an adult to scribe. - I orally compose my own story that has a beginning, a problem and an ending for an adult to scribe.	- I can repeat back and rehearse a sentence (7-8 words) - I orally compose my own story that contains 5 or 6 sentences for an adult to scribe. - I orally compose my own story that has more descriptive details for an adult to scribe.	- I can repeat back and rehearse a sentence (9-10 words) - I orally compose my own story that contains 7 or 8 sentences for an adult to scribe. - I orally compose my own longer story that is coherent for an adult to scribe.

Year 2 - Writing						
	Stage 16 RWI Level: Blue		Stage 17 RWI Level: Grey		Stage 18 RWI: Comprehension	
	Autumn Curriculum Content		Spring Curriculum Content		Summer Curriculum Content	
	What can they already do?	Next Steps	What can they already do?	Next Steps	What can they already do?	Next Steps
Writing assessment	I can hear, say and write the sounds in longer, multisyllabic dictated words that contain set 2 sounds and can write these in a sentence (8-10 words) using a capital letter, full stop and finger spaces.	I can hear, say and write the sounds in dictated words that contain the first 6 set 3 sounds and can write these in a sentence (10-12 words) using a capital letter, full stop and finger spaces.	I can hear, say and write the sounds in dictated words that contain the first 6 set 3 sounds and can write these in a sentence (10-12 words) using a capital letter, full stop and finger spaces.	I can hear, say and write the sounds in dictated words that contain set 3 sounds and can write these in a sentence (10-12 words) using a capital letter, full stop and finger spaces.	I can hear, say and write the sounds in dictated words that contain set 3 sounds and can write these in a sentence (10-12 words) using a capital letter, full stop and finger spaces.	I can compose and write my own sentence using the correct punctuation.
Composition and effect	Write transcription sentences using set 2 sounds		Write transcription sentences that are sequenced to form a short narrative (real or fictional) using set 3 sounds		- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others - Write about real events, recording these simply and clearly - After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
Organisation of text, paragraphs			Vary sentence beginnings to make writing more engaging.		Arrange sentences legibly to sequence ideas.	
Sentence Structure, Clauses and	Use co-ordinating conjunction 'and' to join some main clauses in dictated sentences.		- Use co-ordinating conjunctions (e.g. and, or, but) to join some main clauses in dictated sentences. - Use expanded noun phrases to describe and specify in dictated sentences - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command in dictated sentences		- Use co-ordination (eor/and/but) and some subordination (when/if/that/because) to join clauses - Use expanded noun phrases to describe and specify - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	
Tense and Verb Form	Use present and past tense mainly correctly and consistently in dictated sentences		Use present and past tense mostly correctly in dictated sentences		- Use present and past tense mostly correctly and consistently - Use of the progressive form of verbs in the present and past tense to mark actions in progress	

Punctuation	Demarcate some sentences with capital letters and full stops	- Demarcate most sentences in writing with - capital letters - full stops - question marks correctly when required - Exclamation marks correctly when required	- Use the punctuation taught at KS1, mostly correctly. - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns - Commas in a list
Spelling	- Spell some common exception words. - Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others. Using Set 2 sounds	- Spell many common exception words - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. Using set 3 sounds.	- Spell most common exception words - Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) - distinguishing between homophones and near-homophones
Handwriting	- 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	- Use spacing between words that reflects the size of the letters - Form capital letters and digits of the correct size, orientation, and relationship to each other and to lower case letters	Use the diagonal and horizontal strokes needed to join some letters
Redrafting	Re-read what has been written to check that it makes sense,		Make simple additions, revisions, and proof-reading corrections to own writing

Year 3 - Writing			
	Stage 19	Stage 20	Stage 21
	Autumn Curriculum Content	Spring Curriculum Content	Summer Curriculum Content
Composition and effect	- The pupil can, after discussion with the teacher or through scaffolding, write sentences that are linked thematically, with meaning and purpose. - Simple adjectives used appropriately to describe. Some evidence of use of speech in narratives.	- After discussion with the teacher, the pupil can write for different purposes, using taught features. - Expanded noun phrases to describe, qualification, and precision mainly add relevant and meaningful detail	- The pupil can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing Some evidence of adjectives being used for precision, clarity and impact. - In narratives, describe settings and characters, without overuse of adjectives. - In narratives, some appropriate use of action. speech. (For example, speech does not dominate the narrative) - The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features/vocabulary to inform thinking and include some of these in their independent writing
Organisation of text, paragraphs	Some attempt to organise and group related ideas together	- Use paragraphs to organise ideas. - Headings and sub-headings aid presentation where appropriate	Use of simple adverbials and pronouns to link sentences, sections, or paragraphs.
Sentence Structure, Clauses and	Use co-ordination (e.g., or/and/but) and some subordination (when, if, that, because) to join clauses	Subordinating conjunctions to join sentences with more than one clause (e.g. and, but, so, or, because, when,)	- Subordinating and co-ordinating conjunctions to join sentences with more than one clause (e.g. and, but, so, or, because, when,) - Variation of sentence structure through use of sentences with more than one clause

Tense and Verb Form	Use present and past tense mostly correctly and consistently	Tense choice mostly consistent and grammatically accurate	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate
Punctuation	Demarcate most sentences in writing with capital letters and full stops and mostly use question marks and exclamation marks correctly when required.	- Capital letters and full stops consistently used accurately - Question marks used accurately when required. - Exclamation marks used appropriately when required	- Use all KS1/Y3 punctuation mostly correctly including: Some correct use of inverted commas - Commas used correctly in lists - Apostrophes for singular possession used mostly correctly - Apostrophes for omission used mostly correctly. - Use the range of punctuation taught, correctly.
Spelling	- Spell many KS1 common exception words, correctly. - Spell correctly some taught words from the year 3 / year 4 spelling list - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others	- Spell KS1 common exception words correctly - Spell most taught words correctly from the Y3/4 statutory word list. - Add taught suffixes beginning with vowel letters to words of more than one syllable, spelling most correctly	- Add taught prefixes to spell most words correctly in their writing. Some evidence of using a dictionary to check the spelling of uncommon or more ambitious words. (Age-appropriate)
Handwriting	- Form capital letters and digits of the correct size, orientation, and relationship to each other and to lowercase letters. - Use spacing between words that reflects the size of the letters. - Use the diagonal and horizontal strokes needed to join some letters	Letters are consistent in size and proportion with both letters and words evenly spaced	- Letters are joined using diagonal and horizontal strokes where appropriate - Handwriting is joined, legible and consistent.
Redrafting	- Proofread for spelling and punctuation errors e.g., capital letters, full stops, question marks, common exception words.	Proofread for spelling and punctuation errors	- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Make effective additions, revisions, and proof-reading corrections to own writing.

Year 4 - Writing				
	Stage 22		Stage 23	
	Autumn Curriculum Content		Spring Curriculum Content	
	Summer Curriculum Content			
Composition and effect	- After discussion with the teacher, the pupil can write for different purposes, using some taught features. - In narratives, some appropriate use of speech. Some use of expanded noun phrases to describe, adding relevant and meaningful detail.		- Write effectively for a range of purposes, independently, using taught features - Use expanded noun phrases, adverbs and adjectives for precision, clarity, and impact.	
Organisation of text, paragraphs	- Simple text structure with an attempt to organise related ideas into paragraphs. - Headings and sub-headings aid presentation where appropriate.		Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	
Sentence Structure, Clauses and	- Co-ordinating conjunctions to join sentences with more than one clause - Variation of sentence structure through use of sentences with more than one clause		Subordinating conjunctions to join sentences with more than one clause	
Tense and Verb Form	Tense choice mostly consistent and grammatically accurate		Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	
Punctuation	- Capital letters, full stops, question marks and exclamation marks consistently used accurately - Apostrophes for omission used mostly accurately		Commas used to mark fronted adverbials mainly correctly	

	- Apostrophes for singular possession sometimes used correctly. Some correct use of commas after fronted adverbials. - Commas in lists used mostly accurately		Use the range of punctuation taught, in lower KS2, correctly.
Spelling	- Spell most KS1 common exception words, correctly. - Segment spoken words into phonemes and represent these by graphemes, spelling most of these words correctly and making phonically plausible attempts at others	- Spell KS1 common exception words correctly - Spell correctly some taught words from the year 3 / year 4 spelling list - Use a dictionary to check the spelling of uncommon or more ambitious words. (Age-appropriate)	- Spell most words correctly from the Y3/4 statutory word list. - Use and spell taught prefixes and suffixes correctly
Handwriting	- Letters are consistent in size and proportion with both letters and words evenly spaced. - Use the diagonal and horizontal strokes needed to join most letters	Letters are joined using diagonal and horizontal strokes where appropriate.	Handwriting is joined, legible and consistent.
Redrafting	- Proofread for spelling and punctuation errors - In discussion with the teacher, propose some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning	Make effective additions, revisions and proof-reading corrections to own writing

Year 5 - Writing			
	Stage 25	Stage 26	Stage 27
	Autumn Curriculum Content	Spring Curriculum Content	Summer Curriculum Content
Composition and effect	- The pupil can write for a range of purposes using many taught features. - Adverbs, preposition phrases and expanded noun phrases add detail, qualification, and precision.	The pupil can write for a range of purposes and audiences, using taught features	- The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing. - Distinguish between the language of speech and writing, mainly, choosing the appropriate register - Writing shows some awareness of levels of formality although this may not be well managed - In narratives, effectively describe settings and characters, and begin to describe atmosphere (some evidence of show, rather than tell)
Organisation of text, paragraphs	- Use paragraphs to organise ideas around a theme. - Headings and sub-headings aid presentation where appropriate.	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Use taught cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs.
Sentence Structure, Clauses and Conjunctions	- Use a range of coordinating conjunctions to join sentences with more than one clause - Use a range of subordinating conjunctions to join sentences with more than one clause Some variation of sentence structure through a range of openings (Fronted adverbials, subject reference, and speech)	Use a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text
Tense and Verb Form	Use different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Verb forms used accurately, and appropriate tense choice maintained including use of modal verbs	

Punctuation	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mainly correctly. - Use full range of punctuation taught in Year 4 mostly accurately including: - Apostrophes (singular possession) - Apostrophes (plural possession) - Apostrophes (contraction)	Use full range of punctuation taught in Year 4 mostly accurately including: commas to mark fronted adverbials and lists	Use full range of punctuation taught in Y3/Y4/Y5 mostly accurately including: - Inverted commas and other speech punctuation used mostly correctly (to advance action) - Commas to clarify meaning, and mark phrases and clauses used mainly correctly - Punctuation for parenthesis used mainly correctly
Spelling	- Spell KS1 common exception words correctly - Use a dictionary to check the spelling of uncommon or more ambitious words. (Age-appropriate) - Spell correctly many taught words from the year 3 / year 4 spelling list	Spell correctly some taught words from the year 5/6 spelling list	Spell correctly most taught words from the year 5/6 spelling list
Handwriting	Letters are joined using diagonal and horizontal strokes where appropriate	Maintain legibility, fluency, and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility in joined handwriting when writing at speed
Redrafting	- Proofread for spelling and punctuation errors - In discussion with the teacher, propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning		Make effective additions, revisions and proof-reading corrections to own writing.

Year 6 - Writing			
	Stage 28	Stage 29	Stage 30
	Autumn Curriculum Content	Spring Curriculum Content	Summer Curriculum Content
Composition and effect	- The pupil can write for a range of purposes. - In narratives, describe settings and characters	- The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in After discussion with the instructions and personal writing.) - In narratives, describe settings, characters and atmosphere (show, not tell)	- The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) - Distinguish between the language of speech and writing and choose the appropriate register - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - Integrate dialogue in narratives to convey character and advance the action.
Organisation of text, paragraphs and cohesion	Use paragraphs to organise ideas In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. heading, subheadings, bullet points) Use a range of devices to build cohesion. Examples include: Conjunctions	Use a range of devices to build cohesion. Examples include: - Adverbials of time - Adverbials of place	Use a range of devices to build cohesion. Examples include: - Pronouns - Synonyms

Sentence Structure, Clauses and Conjunctions	Use a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Use a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause Some variation of sentence structure through a range of openings (Fronted adverbials, subject reference, and speech) <u>Use of complex structures including the use of relative clauses.</u> <u>Sentence structures are varied throughout text</u>	
Tense and Verb Form	Tense choice mostly consistent and grammatically accurate.	Verb forms used accurately and appropriate tense choice maintained.	<u>Use verb tenses consistently and correctly throughout writing.</u>
Punctuation	Use full range of punctuation taught in Year 5 mostly accurately including: - apostrophes (Singular procession) - Apostrophes (plural procession), - inverted commas to advance action and describe a character	Use full range of punctuation taught in Year 5 mainly accurately including: - commas to mark fronted adverbials and lists - brackets and commas for parenthesis - Commas to clarify meaning and avoid ambiguity	<u>Use the range of punctuation taught at KS2,</u> correctly and where necessary use such punctuation precisely to avoid ambiguity: - semi-colons - dashes - colons - hyphens
Spelling	- Spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5/year 6 spelling list - Use a dictionary to check the spelling of uncommon or more ambitious words.	<u>Spell most words from the year 5 / year 6 spelling list</u>	<u>Spell correctly words from the Y5/6 spelling list.</u>
Handwriting	- Letters are joined using diagonal and horizontal strokes where appropriate. - Write legibly	<u>Maintain legibility in joined handwriting when writing at speed</u>	

Redrafting	• Proofread for spelling and punctuation errors • In discussion with the teacher, propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning	• Make effective additions, revisions and proof-reading corrections to own writing.	• Make effective additions, revisions, and proof-reading corrections to own writing
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