

Kent Tracking Statements to support Assessment in the Primary English National Curriculum 2014

Overview

Kent Local Authority has produced the following guidance to help Primary schools form their assessments without levels, within and across year groups in the new Primary English Curriculum. The document has been designed to allow schools to track pupil progress in English, support progression and ensure that children are given a breadth of experience.

It is expected that, by the end of each key stage, the majority of pupils will meet the programme of study. In English, key stage 2 includes two phases (lower and upper) rather than being broken down into further detail for separate year groups. In key stage 1, detail is provided for each year group. Schools may decide to cover some aspects of the curriculum in years 3 *or* 4, and in years 5 *or* 6. Schools can interpret each programme at their own discretion, provided that the curriculum demands have been met by the end of each programme.

It will therefore be a challenge, at the end of each academic year, to establish whether or not pupils are on track to meet the end of key stage requirements. Schools will want to track pupils year by year, and within year, in order to make judgements about pupils' attainment and progress.

In response to this, we have developed a series of statements which aim to make this more manageable. In this document, expectations for reading and writing have been broken down into separate year groups in order to correspond with the common arrangement of grouping children. Where year groups are mixed, schools can select appropriately from the statements, according to their chosen contexts for learning and to meet the needs of their pupils. Provided that end-of-key stage expectations have been met, the order in which the various requirements are achieved has inbuilt flexibility.

(Spoken language will not be split into separate term-by-term statements. The document 'Supporting Assessment of Spoken Language 2014' supports schools in their assessment of spoken language within each year and across the primary school. This is available on the Literacy toolkit for Kent schools, within the 'new curriculum' area.)

A set of statements has been created for each strand across key stage 1, and lower and upper key stage 2, under the following headings:

Reading

- ☐ Word reading
- ☐ Comprehension

Writing

- ☐ Spelling
- ☐ Handwriting
- ☐ Composition
- ☐ Grammar, vocabulary and punctuation

Statements have been prepared to match as closely as possible the 'expected' or 'at national' **standard** for each year group, together with contributory statements to help teachers make judgements about those pupils who might be 'emerging' towards the expected standard (working towards national standard) or even exceeding it (above/mastery).

As far as possible, and where relevant, statements match in context between each of the three standards: emerging / expected / exceeding.

Assessment of Reading

Matching the Text

When making judgements about children's reading skills, it can be helpful to consider the texts which are appropriate for each age-related standard. National Curriculum expectations for reading are easier to interpret when used within the context of a book or text. The more complex skills such as using deeper levels of inference, or retrieving information across a number of texts, can only be assessed by using more demanding reading material.

A selection of suggested texts has therefore been added to each year group or phase, in order to provide further guidance. This is not a definitive list and many other texts could be equally appropriate. It must be emphasised that the difficulty level of a particular book does not necessarily indicate a child's reading standard. It is the way the child uses, understands and interprets that text which is important.

How to use the Tracking Statements

While we await confirmation of the DfE agreed performance descriptors, schools will need support to help them make judgements about whether pupils have reached their age-related expectations, or whether they are working towards them or indeed surpassing them. There is no guidance yet as to the weighting which may be awarded to different elements of reading or writing. Therefore, it is appropriate to establish a 'best fit' judgement of pupil attainment across a broad range of evidence, using the tracking statements as either 'emerging' (towards national standard), 'expected' (at national standard) or 'exceeding' (above / mastery of national standard). Pupils who cannot demonstrate sufficient evidence of their age-related statements, should be assessed as 'below' their national standard.

Year 1 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply growing phonic knowledge to decode some words. <input type="checkbox"/> Respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds. <input type="checkbox"/> Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught. <input type="checkbox"/> Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me. <input type="checkbox"/> Read some words with the following endings: -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read familiar words with more than one syllable which contain known GPCs. <input type="checkbox"/> Begin to recognise and read contractions e.g. I'm, I'll, can't. <input type="checkbox"/> Read phonically-decodable books which match their developing phonic knowledge. <input type="checkbox"/> Read a growing number of pseudo [alien] words, beginning with CVC words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and talk about some poems and stories read to them. <input type="checkbox"/> Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with some predictable phrases in stories and poems, usually in a group. <input type="checkbox"/> Enjoy some rhymes and poems; join in with others to recite some by heart. <input type="checkbox"/> Talk about new words and what they mean. <input type="checkbox"/> Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. Talk about the information they are finding out. <input type="checkbox"/> Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance. <input type="checkbox"/> Say what the title means and how it relates to the events. <input type="checkbox"/> Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does; <input type="checkbox"/> With help, begin to make predictions about what might happen next. <input type="checkbox"/> Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments. <input type="checkbox"/> Provide a simple explanation of an aspect of what is happening in a text.

	Year 1 Reading	
	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge to decode words. <input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught. <input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. <input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read words of more than one syllable which contain GPCs known. <input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. <input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge. <input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. <input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories. <input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart. <input type="checkbox"/> Discuss the meanings of new words, linking them to words already known. <input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading. <input type="checkbox"/> Talk about the significance of the title and events. <input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. <input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. <input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others. <input type="checkbox"/> Explain clearly their understanding of what is read to them.

	Year 1 Reading	
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge confidently and accurately to decode appropriate words. <input type="checkbox"/> Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Confidently blend sounds where appropriate, in unfamiliar words. <input type="checkbox"/> Read the full range of common frequency words for YR 1 (Spelling appendix 1). <input type="checkbox"/> Read words with a range of suffixes, including –s, –es, –ing, –ed and –est. <input type="checkbox"/> Independently read words of more than one syllable, appropriate to age-related texts. <input type="checkbox"/> Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't. <input type="checkbox"/> Read pseudo (alien) words with accuracy and fluency. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions. <input type="checkbox"/> Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Join in automatically with predictable phrases in poems and stories. <input type="checkbox"/> Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. <input type="checkbox"/> Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting. <input type="checkbox"/> Understand and explain how the title relates to the events or information within the text. <input type="checkbox"/> Make inferences with confidence, on the basis of what is said and done. <input type="checkbox"/> Make credible predictions on the basis of what has been read so far. <input type="checkbox"/> Make useful contributions in discussion about what is read to them, responding to what others say. <input type="checkbox"/> Explain clearly their understanding of what is read to them.

YR 1 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Book Bands: orange, turquoise (1A-2C) - fiction and non-fiction

Collins Big Cat: orange, turquoise - fiction and non-fiction

Collins Big Cat phonic readers (decodable)

RWInc: Stories set 4: orange (1B-1A) set 5: yellow (1A-2C)

Oxford Reading Tree: Stage 6 (1B-1A) (Kipper and the giant; Land of the dinosaurs)

and Stage 7 (2C) (Lost in the jungle; The broken roof)

New Reading 360 Stage 4-5

Usborne First Reading Series: orange, turquoise

Story Chest: The Kick-a-lot shoes

Pupils at 'emerging' standard: use book bands yellow and blue for assessment.

Picture books:

Giraffes Can't Dance

Six Dinner Sid

Into the Forest

Olivia

Edwardo

Mr Magnolia

There was an old lady who swallowed a fly

Mr Gumpy's Outing / Mr Gumpy's Motorcar

Any book from the Teacher's KS1 SATs Handbook Levels 1-3. Use as appropriate to child's reading ability e.g. previous level 1: The Very Lazy Ladybird; Aaaarrgghh, Spider! E.g. previous level 2: George and the Dragon; Ebb and Flo and the Baby Seal.

Collins First Dictionary and Big Cat Picture Dictionary

Year 2 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Regularly apply phonic knowledge and skills to decode unfamiliar words. Know and decode alternative sounds for most graphemes. Read two or more syllable words containing some common suffixes e.g. –sadness, happiness, lonely. Read a growing range of familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs. Use segmenting and blending to read unfamiliar words; then read automatically the words which are known. Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences. Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently. Listen to and talk about stories, both those read to him and some of those read independently; listen to what others say. Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct. Know some stories, including fairy tales and traditional tales; attempt to retell orally and through writing. Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success. Infer character, and make predictions, on the basis of what is said and done e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path. Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out. Talk about favourite words and phrases; attempt to find out the meaning of new words. Identify rhyming words in poetry or rhyming stories. In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently.

	Year 2 Reading	
	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge and skills consistently to decode quickly and accurately. <input type="checkbox"/> Decode alternative sounds for graphemes. <input type="checkbox"/> Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. <input type="checkbox"/> Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. <input type="checkbox"/> Read most words without overtly segmenting and blending, once they are familiar. <input type="checkbox"/> Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with reading and take pleasure from books and texts. <input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. <input type="checkbox"/> Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. <input type="checkbox"/> Show understanding of texts read independently; self-correct. <input type="checkbox"/> Know and retell a wide range of stories, fairy stories and traditional tales. <input type="checkbox"/> Discuss the sequence of events in books, and how items of information are related. <input type="checkbox"/> Make inferences on the basis of what is said and done; predict according to what has been read so far. <input type="checkbox"/> Discuss and express views about a range of non-fiction texts which are structured in different ways. <input type="checkbox"/> Discuss and clarify the meaning of new words; discuss favourite words and phrases. <input type="checkbox"/> Recognise simple recurring literary language in stories and poetry. <input type="checkbox"/> Recite a repertoire of poems learnt by heart, using appropriate intonation.

	Year 2 Reading	
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use phonic knowledge and skills to read automatically and with fluency. <input type="checkbox"/> Confidently and independently read words with common suffixes. <input type="checkbox"/> Automatically read a wide range of common exception words, including all the words in Appendix 1, YR 2. <input type="checkbox"/> Use segmenting and blending only occasionally, when required for new words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences. <input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint. <input type="checkbox"/> Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say. <input type="checkbox"/> Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. <input type="checkbox"/> Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail. <input type="checkbox"/> Discuss sequence of events accurately, and how items are related. <input type="checkbox"/> Make insightful inferences and predictions on the basis of information given. <input type="checkbox"/> Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint. <input type="checkbox"/> Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing. <input type="checkbox"/> Recognise and discuss simple recurring literary language. <input type="checkbox"/> Recite by heart a repertoire of poems, both independently in groups, using appropriate intonation to interest the audience.

YR 2 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Book Bands: gold (2B), white (2A-3) fiction and non-fiction

Collins Big Cat: gold, white – fiction and non-fiction
Collins Phonics Progress (catch-up programme for YR 2)

RWInc: Stories set 6: blue (2B) set 7: grey (2A+)
Oxford Reading Tree: Stage 8 (A day in London; Viking Adventure; The Flying Carpet) Stage 9 – 2A+ (The Quest
Survival Adventure: The Litter Queen)

New Reading 360 Stages 5-6

Usborne Young Reading Series: gold, white

Pupils at 'emerging' standard: use book bands turquoise and purple for assessment.

Paperbacks and picture books:

The Gruffalo's Child

The Owl who was afraid of the dark The True Story of the 3 Little Pigs

Flat Stanley

Katie Morag series

A First Poetry Book (Pie Corbett & Gaby Morgan)

The Three Little Wolves and the Big Bad Pig

Rosie's Babies

Dogger

Pizza (Brian Moses)

Codes and Signals (Cambridge)

Any book from the Teacher's KS1 SATs Handbook Levels 1-3. Use as appropriate to child's reading ability e.g. previous level 1: The Very Lazy Ladybird; Aaaarrgghh, Spider! E.g. previous level 2: George and the Dragon; Ebb and Flo and the Baby Seal; The Feather; Little Turtle and the Song of the Sea; We're from India; Beautiful Bananas.

Collins Junior Illustrated Dictionary and Thesaurus

Year 3 Reading

	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support. Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR 2 spelling appendix. Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Recognise the root and affixes of a range of words in the YR 3 spelling appendix e.g. forgetting, gardening, angrily, action, supermarket. Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. Listen to and talk about a range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. Listen to and talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists of facts and information, photographs. Identify themes in a few books e.g. What is it mainly about? Identify a few simple conventions in books e.g. How does a fairy story often begin? What usually happens to the villain? How are information books often organised? Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference. Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words. Predict what might happen, with some prompting. Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. Sometimes re-read or self-check, to make the meaning clear. Provide a simple explanation of a text, to show their understanding. Find and record information; sometimes require support. Begin to identify how words or presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. Pick out words and phrases which interest them and help them to imagine things. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 3 Reading

	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Predict what might happen from details stated and implied. Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. Discuss words and phrases that capture the reader's interest and imagination. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 3 Reading		
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; can name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. Listen to, discuss and express and justify views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader. Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Provide credible predictions about what might happen, within the context. Explain the meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. Retrieve and record information confidently from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out. Discuss and explain vocabulary that captures the reader's imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

YR 3 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Book Bands: lime (3C) – fiction and non-fiction
Big Cat (Collins) : lime / copper / opal

RWInc Comprehension (3)

Oxford Reading Tree: Treetops Stages 9-11

New Reading 360 Stages 7-8 Core Readers and Pocket books

New Reading 360 Plays for Juniors

Usborne Young Reading Series: lime

Pupils at 'emerging' standard: use book bands gold and white for assessment.

Collins Primary Illustrated Dictionary (8+) or Junior Dictionary (7+) and Collins Primary Thesaurus (8+)

Paperbacks:

The Adventures of the Little Wooden Horse

Gobbolino the Witch's Cat

The Twits

The Enormous Crocodile

My Naughty Little Sister

The Wolf's Story

Sophie is seven

The Hodgeheg

Milly Molly Mandy

Horrid Henry

The Worst Witch

Picture books: The Princess and the Pea (Lauren Child)

The Mousehole Cat

Year 4 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Read a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support. ❑ Read a wide and developing range of common exception words by sight, noting unusual correspondence between spelling and sound. ❑ Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. ❑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. usually, completely, disagree, simply, misbehave. ❑ Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. ❑ Listen to, and talk about, a range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. ❑ Listen to and talk about some non-fiction, reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, index, glossary, information, diagrams. ❑ Identify themes in a range of books e.g. identify a theme of 'wintry settings' or 'life style in another country'; begin to recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader. ❑ Recognise several different forms of poetry, such as shape poems, free verse or narrative; recognise their differences. ❑ Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words. ❑ Predict what might happen, sometimes independently. ❑ Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. ❑ Sometimes re-read or self-check, to make the meaning clear. ❑ Provide a simple explanation of a text, to show their understanding. ❑ Find and record information independently; sometimes require support. ❑ Begin to identify how words or presentation contribute to meaning e.g. the diagram and labels help you understand the different parts of a plant; the use of bold font makes the important facts stand out. ❑ Pick out words and phrases which interest them and help them to imagine things. ❑ During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 4 Reading		
	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and habitually re-reading. Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. Discuss words and phrases that capture the reader's interest and imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 4 Reading		
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read almost all common exception words automatically, noting unusual correspondence between spelling and sound. Use phonic skills automatically where relevant, to address unfamiliar or challenging words. Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. immature, impatient, international, autobiography, frantically, vigorous, spontaneous. Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library. Listen to, discuss, express and justify views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features. Independently or in groups, identify themes and conventions in a range of books. Make comparisons. Recognise, compare and evaluate several different forms of poetry. Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Provide credible and insightful predictions about what might happen. Explain the precise meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Provide explanations which show their high level of understanding of the text. Confidently identify and summarise main ideas drawn from more than one paragraph. Retrieve and record information competently from non-fiction texts. Identify how language, structure and presentation contribute to meaning. Discuss and precisely explain vocabulary that captures the reader's imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

YR 4 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Big Cat Collins: ruby / emerald

Oxford Reading Tree: Treetops Stages 12-15

New Reading 360 Stage 9 Core Readers and Pocket Books

New Reading 360 Plays for Juniors

Usborne Young Reading Series: brown, grey

Collins Primary Dictionary (9+), Collins Primary Thesaurus (8+), or Collins Primary Illustrated Dictionary (8+)

Picture books and paperbacks:

Bill's New Frock

George's Marvellous Medicine

Charlotte's Web

The Iron Man

The Lion, the Witch and the Wardrobe

The Butterfly Lion

Danny Champion of the World

The Polar Express (Picture book)

Emil and the Detectives

The Firework Maker's Daughter

Clever Polly and the Stupid Wolf series

The Garden (Picture book)

Year 5 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Read a range of age-appropriate text types from those specified for YRs 5 and 6. Read at a speed sufficient for them to focus on understanding. ❑ Read most common exception words, noting unusual correspondence between spelling and sound. ❑ Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. ❑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes in the YR 5-6 spelling appendix e.g. assist/assistance, adorable/adoration, horrible/horribly. ❑ Prepare poems and play scripts to read aloud and perform. Sometimes show success in using appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Enjoy reading a range of texts, fiction and non-fiction, both in and out of school. ❑ Be familiar with some of the text types specified in the YR 5-6 programme of study. ❑ Recommend books they have read to their peers, being able to say why those choices were made. ❑ Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. ❑ Recite age-appropriate poetry which has been learned by heart, with some success. ❑ Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. ❑ Discuss their understanding of the meaning of words in context, finding other words which are similar. ❑ Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect. ❑ Ask questions during discussion, to improve understanding. ❑ Make comparisons within texts; begin to compare across texts e.g. contrasting poems. ❑ Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions. ❑ Begin to distinguish fact from opinion; understand the difference. ❑ Retrieve, record and present information from non-fiction texts. ❑ Summarise main ideas from more than one paragraph, with guidance, identifying key details which support these. ❑ Participate in discussion about books, expressing opinions, building on others' ideas. ❑ Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Reading		
	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books they have read to their peers, giving reasons. Discuss and comment on themes and conventions in a variety of genres. Read and recite age-appropriate poetry which has been learned by heart. Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. Readily ask questions to enhance understanding. Make comparisons within and across texts e.g. compare two ghost stories. Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. Distinguish fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Reading		
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 spelling appendix. With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read frequently and enjoy a wide repertoire of texts, both fiction and non-fiction. Identify confidently many of the text types specified in the YR 5-6 programme of study. Competently recommend books to their peers, giving substantiated reasons. Discuss and comment on themes and conventions in a variety of genres. Recite confidently more challenging poetry which has been learned by heart. Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning. Discuss their understanding of the meaning of challenging vocabulary in context. Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. Readily ask pertinent questions to enhance understanding. Make comparisons within and across texts e.g. compare two works by one author. Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. Distinguish fact from opinion, with an awareness of ambiguity. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate confidently in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

YR 5 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

<p>Big Cat (Collins): sapphire Oxford Reading Tree: Treetops Stage 16 Rigby Star Navigator Non-fiction</p> <p>New Reading 360 Stage 10-11 Core readers and Pocket books Collins Primary Dictionary and Collins Primary Thesaurus Age 10+ Collins Concise School Dictionary</p> <p>Usborne Young Reading Series: grey, dark blue</p>	<p>Paperbacks and picture books:</p> <p>Beowulf (Morpurgo) A Series of Unfortunate Events Charlie and the Chocolate Factory The Magician's Nephew Clockwork Matilda Clarice Bean Please, Mrs Butler Diary of a Wimpy Kid Wonder Krindlekrax What's their story? series (biographies by Oxford) Picture books: Way Home The Princess' Blankets Flotsam (no text: inference and plot through pictures)</p>
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Year 6 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read independently and with some fluency, a range of age-appropriate texts from those specified in the YR 5-6 programme of study. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/preferring; confident/confidence. <input type="checkbox"/> With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. <input type="checkbox"/> Become familiar with the range of text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. <input type="checkbox"/> Form reading preferences; be able to recommend some to peers, giving reasons for choices. <input type="checkbox"/> With guidance initially, identify and comment on themes and conventions across some text types. <input type="checkbox"/> Read and recite some age-appropriate poetry which has been learned by heart. <input type="checkbox"/> Identify the kind of language typical in some text types; also the structural and presentation features e.g. sub-headings and bullet points; how a letter is set out. Develop the ability to explain its use. <input type="checkbox"/> Show, discuss and explore their understanding of the meaning of vocabulary in context. Explain challenging words by using other known words. <input type="checkbox"/> Discuss the effect of language, including some of the following: simile, metaphor, imagery; personification. <input type="checkbox"/> Readily ask questions to enhance understanding. <input type="checkbox"/> Make comparisons within texts; attempt comparisons across texts. <input type="checkbox"/> Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions. <input type="checkbox"/> Sort fact from opinion with some success. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Find key words or information. With guidance, form a simple summary across several paragraphs. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Develop the ability to explain what they know or have read, including through formal presentation and debates.

Year 6 Reading

	Word Reading	Comprehension
Expected – (at national standard)	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books to others, giving reasons for their choices; state preferences. Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. During discussion, ask pertinent questions to enhance understanding. Make accurate and appropriate comparisons within and across different texts. Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Identify key details which support main ideas; summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

Year 6 Reading		
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. Able to pronounce homophones or near homophones appropriately e.g. advice/advise; prophecy/prophesy. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction. Show confidence with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences. Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes. Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content) and explain how they contribute to meaning. Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary. Identify the effect of figurative language; explain and evaluate its effect e.g. impact of a phrase on the reader; suitability of a chosen simile; personification. Ask probing questions to enhance understanding; pose hypotheses. Make accurate and insightful comparisons within and across different texts. Draw inferences including hidden meanings or plays on words; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion; discuss ambiguity between the two. Retrieve, record and present information from non-fiction texts, independently and creatively. Confidently summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building ideas and challenging others' views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

YR 6 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Big Cat Collins: diamond / pearl
Rigby Star Navigator Non-fiction

New Reading 360 Stage 12 Core readers and
Pocket books

Usborne Young Reading Series: Magenta

Collins Primary Dictionary and Collins Primary
Thesaurus

Collins Concise School Dictionary (Age 10+)

Paperbacks and picture books:

War Horse

Wolf Brother

The White Horse of Zennor

Waiting for Anya

The Lying Carpet

Inkheart

Kensuke's Kingdom

Tom's Midnight Garden

Five Children and It

Skellig

Journey to the River Sea

There's a boy in the girls' bathroom

The Unforgotten Coat

Year 1 Writing			
Emerging	Transcription		Composition
	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to... Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...
	<ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far. <input type="checkbox"/> Spell words containing each of the phonemes taught so far. <input type="checkbox"/> Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, -ed, -er and –est where no change is made to the root word. <input type="checkbox"/> Spell some common exception words in the YR 1 spelling appendix. <input type="checkbox"/> Recognise and understand what a compound word is. <input type="checkbox"/> Begin to understand the words ‘singular’ and ‘plural’. Know how to add s to make plural nouns. <input type="checkbox"/> Name most letters of the alphabet; know some letter sequences in alphabetical order. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some letters are correctly formed and orientated, including lower case, capital letters and digits. <input type="checkbox"/> Capital letters formed correctly for own name and the personal pronoun ‘I’. <input type="checkbox"/> Some spaces are left between words, although inconsistently. <input type="checkbox"/> Most letters sit on the line, sometimes with guidance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Say out loud what they are going to write about; talk about where the sentence begins and ends, with support. <input type="checkbox"/> Attempt to write to the task. <input type="checkbox"/> Write simple phrases and sentences to form narratives based on real or fictional experiences. <input type="checkbox"/> Orally compose and write simple poems, usually as a group. <input type="checkbox"/> With support, re-read writing to check it makes sense. <input type="checkbox"/> Discuss own writing with others; make simple changes where suggested. <ul style="list-style-type: none"> <input type="checkbox"/> Write phrases, simple sentences or sentence-like structures, which can be partly understood. <input type="checkbox"/> Often use ‘and’ to join words and clauses. <input type="checkbox"/> Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place. Talk about question marks and exclamation marks; begin to know their purpose. <input type="checkbox"/> Use a capital letter for their name and for the personal pronoun ‘I’. <input type="checkbox"/> With prompting, include adjectives to describe something. <input type="checkbox"/> Begin to use some features of Standard English, with prompting.

Year 1 Writing				
Expected (at national standard)	Transcription		Composition	
	<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none">❑ Write from memory, simple dictated sentences containing the GPCs and words taught so far.❑ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.❑ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.❑ Spell most common exception words in the YR 1 spelling appendix.❑ Recognise and spell a set of simple compound words.❑ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.❑ Name the letters of the alphabet in order.	<p>Handwriting Evidence:</p> <ul style="list-style-type: none">❑ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.❑ Capital letters formed correctly for some names of people, places and the days of the week.❑ Some spaces are left between words, although inconsistent.❑ Most letters sit on the line correctly.	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none">❑ Compose sentences orally before writing; talk about where the sentence begins and ends.❑ Attempt to write appropriately to the task.❑ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.❑ Compose orally and write simple poems.❑ Re-read writing to check it makes sense.❑ Discuss own writing with others; make simple changes where suggested.	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none">❑ Write sentences or sentence-like structures which can be clearly understood.❑ Often use ‘and’ to join words and clauses.❑ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.❑ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun ‘I’.❑ Sometimes include adjectives for description.❑ Begin to use some features of Standard English e.g. I did.

Year 1 Writing			
	Transcription		Composition
Exceeding	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...
	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...		
	<ul style="list-style-type: none">❑ Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.❑ Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.❑ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word; know how the affix affects the meaning of the word.❑ Spell at least all the common exception words in the YR 1 spelling appendix.❑ Recognise and spell a wide range of simple compound words.❑ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.❑ Name the letters of the alphabet in order, quickly and confidently.	<ul style="list-style-type: none">❑ Most letters are correctly formed and orientated, including lower case, capital letters and digits.❑ Capital letters formed correctly and appropriately, relative to lower case letters.❑ Spaces between words are appropriate in size.❑ Letters sit on the line correctly.❑ According to the school handwriting policy, some letters may be joined.	<ul style="list-style-type: none">❑ Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends.❑ Write appropriately to the task.❑ Write sequences of accurate sentences to form narratives based on real or fictional experiences.❑ Orally compose and write a variety of simple poems, sometimes independently.❑ Re-read writing independently, to check it makes sense.❑ Discuss own writing with others; make appropriate revisions.
			<ul style="list-style-type: none">❑ Write sentences which are usually grammatically accurate.❑ Experiment with a range of joining words.❑ Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.❑ Use a capital letter for the names of people and places, days of the week, and for the personal pronoun ‘I’.❑ Often include adjectives for description.❑ Use some features of Standard English e.g. I did, we were.

Year 2 Writing			
	Transcription		Composition
	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory simple dictated sentences which include familiar words and GPCs. Spell accurately most words containing previously taught phonemes. Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change. Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs. Spell some common homophones e.g. to, two; hear, here; blue, blew. Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat. 	<p>Evidence:</p> <ul style="list-style-type: none"> Holds pencil correctly. Writing is legible. Letters and digits are mostly formed and orientated accurately, with some consistency in size. Spacing is usually appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. Write about real events, sometimes maintaining form. Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative. Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.
			<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. Co-ordinate some sentences using and, or, but. Use capital letters for some proper nouns and the personal pronoun 'I'. Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists. Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail. Begin to identify some of the following word classes: noun, adjective, verb and adverb. Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing. Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.

Year 2 Writing			
Expected (at national standard)	Transcription		Composition
	Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none">❑ Write from memory, simple dictated sentences which include familiar words and GPCs.❑ Spell common decodable two and three syllable words which include familiar graphemes.❑ Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.❑ Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.❑ Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.❑ Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.	Handwriting Evidence: <ul style="list-style-type: none">❑ Holds pencil correctly.❑ Writing is legible.❑ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.❑ Spacing is appropriate to the size of letters.❑ Some letters are joined correctly, according to the school's handwriting approach.	Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none">❑ Compose sentences orally. Use the drafting process to gather and write down ideas and key words.❑ Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.❑ Write about real events, maintaining form and purpose.❑ Compose orally and write poetry in a variety of forms.❑ Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.
			Vocabulary, grammar, punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none">❑ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.❑ Co-ordinate sentences using and, or, but.❑ Sometimes use subordination e.g. when, if, because.❑ Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.❑ Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.❑ Identify word classes: noun, adjective, verb and adverb.❑ Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.❑ Use appropriate features of Standard English.

Year 2 Writing			
	Transcription		Composition
Exceeding	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...
	<ul style="list-style-type: none">Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.Attempt to spell more ambitious vocabulary.Spell all common exception words in the YR 2 spelling appendix accurately.Spell all common homophones in the YR 2 spelling appendix.Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.	<ul style="list-style-type: none">Holds pencil correctly.Writing is legible.All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.Spacing is appropriate to the size of letters.Appropriate letters are joined consistently, according to the school's handwriting approach.	<ul style="list-style-type: none">Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.Write about real events, independently maintaining form and purpose.Confidently and independently write poems which are effective, in a variety of forms.Re-read writing and make revisions and additions, often without prompting.
			Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...
			<ul style="list-style-type: none">Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).N/A (combined above)Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists.Consistently use varied vocabulary to create detail and interest.Identify four word classes and select appropriate usage of word.Choose the past or present tense appropriately, including the progressive form.Consistently use appropriate features of Standard English.

Year 3 Writing				
Emerging	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. un-, dis-, mis-. Spell words with the suffixes: tion, -ation, -ly. Spell all the common homophones from the YR 2 spelling appendix e.g. one/won, sun/son. Consolidate use of apostrophe for contractions and singular nouns. Introduce plural possession e.g. babies' dummies; boys' coats. Spell all common exception words from the YR 2 appendix. Spell a few words from the YR 3-4 statutory word list. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is usually legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sometimes appropriately spaced. Appropriate letters are joined, according to the school's handwriting approach. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. Write to suit purpose, and show some features of the genre being taught. Write sentences in sequence. Signal simple beginning, middle, ending. With scaffold and support, organise information into sections of similar content. Use headings and subheadings to aid presentation. Attempt to describe characters, settings and /or plot in a simple way, with some interesting details. Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses. Begin to identify prepositions and understand what they are. Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Begin to use inverted commas for direct speech. Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context. Use 'a' or 'an' before a noun, sometimes accurately. Attempt to maintain the past or present tense.

Year 3 Writing

Expected (at national standard)	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. Write words spelt ei, eigh or ey e.g. vein, weight, obey. Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan. Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. Spell some words from the YR 3-4 statutory word list. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined, according to the school's handwriting approach. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. Write to suit purpose, and show some features of the genre being taught. Create chronological narratives; write in sequence. Write simple beginning, middle, ending. With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation. Describe characters, settings and /or plot in a simple way, with some interesting details. Evaluate own and others' writing, with direction; re-read and check own writing; make changes. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions. Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Identify direct speech. Begin to use inverted commas for direct speech. Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Year 3 Writing			
	Transcription		Composition
Exceeding	Spelling Sufficient evidence shows the ability to..... <ul style="list-style-type: none">Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix.Add further words with suffixes from the YR 3-4 appendix e.g. furniture; treasure; injection; possession.Write words spelt ou e.g. young, touch, country.Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist.Use the apostrophe to mark singular and plural possession.Spell accurately a range of words from the YR 3-4 statutory word list.	Handwriting Evidence: <ul style="list-style-type: none">Writing is legible.Letters are consistent in size and formation. Capital letters are the correct size relative to lower case.Writing is spaced sufficiently so that ascenders and descenders do not meet.Appropriate letters are joined, according to the school's handwriting approach.	Composition: structure and purpose Sufficient evidence shows the ability to..... <ul style="list-style-type: none">Write a range of forms to suit purpose and audience; show appropriate features of the genre.Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.Organise sections logically within a theme, often independently.Use headings and subheadings and other presentations devices.Describe characters, settings and plot in with some expansion of detail.Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.Discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions.
	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to..... <ul style="list-style-type: none">Write a range of sentence types which are grammatically accurate.Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and subordinating conjunctions to join clauses.Identify and use a wide range of prepositions appropriately.Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.Identify direct speech and use inverted commas accurately.Identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing.Correctly use determiners a and an.Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.		

Year 4 Writing				
	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes from the YR 3-4 appendix e.g. in-, im-, auto-, re-. Add some of the suffixes from the YR 3-4 appendix e.g. poison/poisonous, invade/invasion. Write some word spelt ch e.g. echo, machine. Accurately spell some homophones from the YR 3-4 examples e.g. here/hear; plain/plane; whether/weather. Begin to use apostrophe to mark plural possession e.g. the girls' names. Spell accurately several words from the YR 3-4 statutory word list. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is legible. All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size. Spaces between words are usually suited to letter size. Appropriate letters are joined consistently. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance. Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion. Use a range of presentational devices, including use of title and subheadings, with guidance. Attempt to use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details. Evaluate own and others' writing; proof read, edit and revise, with direction. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use adjectives to create noun phrases in order to expand the detail in sentences. Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify the determiner. Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside.

Year 4 Writing				
Expected (at national standard)	Transcription		Composition	
	Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. Write words spelt ch e.g. scheme, chemist, chef. Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. Spell the majority of words from the YR 3-4 word list. 	Handwriting Evidence: <ul style="list-style-type: none"> Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined consistently. 	Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise. 	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use expanded noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify the correct determiner e.g. a, an, these, those. Usually use the past or present tense, and 1st/3rd person, consistently.

Year 4 Writing			
	Transcription		Composition
	Spelling	Handwriting	Vocabulary, grammar and punctuation
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, words and punctuation. Accurately spell most words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Write words with the full range of suffixes from the YR 3-4 spelling appendix e.g. enclosure, collision, courageous, musically. Spell words with endings que and gue e.g. league. Spell all homophones in the YR 3-4 spelling appendix e.g. effect, affect; accept, except; meddle, medal. Use apostrophes to mark singular and plural possession; include irregular plurals e.g. children's bags. Spell accurately all words from the YR 3-4 statutory word list. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is legible and fluent. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined consistently. 	<p>Composition: structure and purpose</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write in a variety of forms to suit purpose and audience, using many appropriate features. Organise writing into meaningful paragraphs. Effectively use a range of presentational devices, including use of title and subheadings. Use dialogue to show character and to advance the action. Balance dialogue with narrative. Describe characters, settings and plot, with sufficient detail to capture the reader's interest. Evaluate own and others' writing; proof read independently and make assured revisions. <p>Vocabulary, grammar and punctuation</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate, including sentences with more than one clause. Use a wide variety of connectives to join words and sentences e.g. if, because, when, although. Use varied and appropriate time connectives. Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she.. Use high quality noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify and use determiners appropriately e.g. a, an, these, those. Maintain the past or present tense, and 1st/3rd person.

Year 5 Writing				
Emerging	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, dictated sentences which include words from the ks2 curriculum. Show growing confidence to spell most words with prefixes and suffixes in the YR 3-4 appendix and a few from the YR 5-6 e.g. cious, cial. Spell correctly some words with letters which are not sounded e.g. lamb, island. Spell words with 'ough'. Spell some common homophones from the ks2 spelling appendix. Spell accurately most words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features, with guidance. Organise writing into sections or paragraphs; link ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) Use a range of presentational devices including use of title, subheadings and bullet points. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Find key words and ideas. Understand the idea of a summary. Evaluate own and others' writing; with direction, proof read, edit and revise. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence structures which are growing in accuracy. Sometimes use connectives: who, which, where, when, whose. Demarcate most sentences correctly. Use comma for a pause in complex sentences. Begin to use a wider range of punctuation e.g. brackets. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Attempt to sustain correct tense. Begin to recognise active and passive voice. Find the determiner e.g. a, the. Experiment with both formal and informal writing, with guidance. Think about the effect of vocabulary choices. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

Year 5 Writing				
Expected (at national standard)	Transcription		Composition	
	<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none">Write from memory, dictated sentences which include words from the ks2 curriculum.Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.Spell correctly words with letters which are not sounded e.g. knight, solemn.Use the hyphen to join a prefix to a root e.g. re-enter.Spell some homophones from the YR 5-6 spelling appendix.Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.	<p>Handwriting Evidence:</p> <ul style="list-style-type: none">Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none">Discuss and develop initial ideas in order to plan and draft before writing.Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)Use a range of presentational devices, including use of title, subheadings and bullet points.Use dialogue to indicate character and event.Describe characters, settings and plot, with growing precision.Find key words and ideas; begin to write a summary.Evaluate own and others' writing; with direction, proof read, edit and revise.	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none">Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.Usually maintain correct tense.Begin to recognise active and passive voice.Identify and select determiners.Choose vocabulary and grammar to suit formal and informal writing, with guidance.Use vocabulary which is becoming more precise.Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

Year 5 Writing				
Exceeding	Transcription		Composition	
	Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none">Write confidently from memory, dictated sentences which include words from the ks2 curriculum.Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence, ency.Write words spelt ei after c e.g. deceiveSpell hyphenated words e.g. co-operate.Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix.Spell accurately all words from the YR 3-4 statutory word list and many words from the YR 5-6.	Handwriting Evidence: <ul style="list-style-type: none">Writing is legible and fluent. Quality is usually maintained at speed.Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none">Discuss and develop initial ideas in order to plan and draft before writing.Write to suit purpose and audience, independently using appropriate features. May include humour or suspense.Organise writing into cohesive paragraphs. Expand on relevant detail within paragraphs.Confidently use a range of presentational devices, including use of title, subheadings and bullet points.Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing.Describe characters, settings and plot, with some precision.Identify key information and independently write a summary.Evaluate own and others' writing; proof read, edit and revise.	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none">Write, with confidence, a wide range of sentence structures which are grammatically accurate, including relative clauses.Demarcate sentences correctly, using a growing range of punctuation e.g. a comma to avoid ambiguity; brackets, commas, dashes.Clarify degrees of possibility using adverbs and modal verbs e.g. possibly, certainly.Maintain correct tense through sustained writing.Identify and use active and passive voice, where relevant.Identify and select determiners.Select vocabulary and grammar to suit formal and informal writing.Use vocabulary which is precise.Use a dictionary and thesaurus with independence, to define words and expand vocabulary.

Year 6 Writing				
Emerging	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix. Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6. Accurately spell some common homophones that are often confused e.g. father, farther, further. Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is usually legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Discuss ideas; use the drafting process before and during writing. Show some features of correct writing form, using models of similar writing. Use paragraphs to organise information around a theme. Use a range of devices to link time and place within and across paragraphs e.g. adverbials. Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. Sometimes include direct speech to indicate character or event. Describe characters, settings and plot within narrative writing. Identify key words and ideas. Evaluate own and others' writing; proof read, edit and revise. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials. Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. Use modal verbs e.g. could, should, might, will. Choose tense which is usually appropriate. Begin to recognise the 'active' and 'passive' voice. With guidance, identify the subject and object of a sentence. Identify and select synonyms and antonyms. Use vocabulary and grammar to suit formal and informal writing, with some success. Create expanded noun phrases to convey information and description. Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary. Usually conform to Standard English e.g. we were, they were, I did, those books.

Year 6 Writing				
Expected (at national standard)	Transcription		Composition	
	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...
	<p><input type="checkbox"/> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</p> <p><input type="checkbox"/> Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</p> <p><input type="checkbox"/> Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</p> <p><input type="checkbox"/> Spell some challenging homophones from the YR 5-6 spelling appendix.</p> <p><input type="checkbox"/> Spell the majority of words from the YR 5-6 statutory word list.</p>	<p><input type="checkbox"/> Writing is legible and fluent. (Quality may not be maintained at speed.)</p> <p><input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p><input type="checkbox"/> Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p><input type="checkbox"/> Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p><input type="checkbox"/> Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p><input type="checkbox"/> Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p><input type="checkbox"/> Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p><input type="checkbox"/> Integrate dialogue to convey character and advance the action.</p> <p><input type="checkbox"/> Describe characters, settings and atmosphere, with some precision.</p> <p><input type="checkbox"/> Summarise longer passages, when required.</p> <p><input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise.</p>	<p><input type="checkbox"/> Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</p> <p><input type="checkbox"/> Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</p> <p><input type="checkbox"/> Use modal verbs to indicate degrees of possibility.</p> <p><input type="checkbox"/> Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</p> <p><input type="checkbox"/> Understand and use active and passive voice.</p> <p><input type="checkbox"/> Identify the subject and object.</p> <p><input type="checkbox"/> Identify synonym and antonym.</p> <p><input type="checkbox"/> Select vocabulary and grammar to suit formal and informal writing.</p> <p><input type="checkbox"/> Use vocabulary which is varied, interesting and precise.</p> <p><input type="checkbox"/> Use a dictionary and thesaurus to define words and expand vocabulary.</p>

Year 6 Writing				
Exceeding	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words. Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix. Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix. Spell correctly all the YR 5-6 homophones. Spell accurately all words from the YR 5-6 statutory word list. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed. Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Use discussion effectively to develop ideas and language, before and during writing. Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre. Organise and shape paragraphs effectively. Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense. Use a range of presentational devices, which clearly guide the reader. Integrate dialogue effectively to convey and contrast characters, and advance the action. When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures. Write an effective précis. Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write and control a range of sentence structures including those which contain multiple clauses. Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses. Recognise the subjunctive form. Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells. Present information with deliberate use of the active and passive voice. Identify the subject and object. Identify synonym and antonym. Select vocabulary and grammar confidently, to suit formal and informal registers. Make precise vocabulary and grammatical choices. Independently use a dictionary and thesaurus to define words and expand vocabulary.