Greater Depth Within the Expected Standard for Writing

Across the Primary Age Range

Y1	The pupil has embedded all Y1 learning and is using it independently and accurately when sequencing sentences to form short narratives. The pupil can : - Identify the audience and is able to write with purpose in a range of genres - think of the reader as they write, making precise word choices - use ideas from their reading - demarcate many sentences with capital letters and full stops - use question marks and exclamation marks when appropriate and sparingly - segment spoken words into phonemes and represent these by graphemes from across Phase 5 phonics learning, spelling many correctly - spell most of the Y1 common exception words correctly - accurately use prefixes and suffixes, spelling the whole word correctly - form lower case letters in the correct direction, starting and finishing in the right place

		• use spacing between words • consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' with hardly any errors • choose when to use the joining word *and* when writing sentences (e.g. does not use it more than once within a sentence) • Use the terminology **letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark** when discussing their writing with the teacher or other pupils • Re-read what they have written to check it makes sense and edit it where necessary • Read aloud their writing clearly and fluently
	Y2	**The pupil has embedded all Y2 learning and is using it independently and accurately when writing for at a reasonable length for different purposes, including narratives about personal experiences and those of others, writing about real events and writing poetry.** **The pupil can :** • Demarcate all sentences with capital letters and full stops • use question marks and exclamation marks when appropriate and sparingly • use commas to separate items in a list • use apostrophes to mark singular possession • choose which sentence forms to use in their writing, using appropriately for the genre (statements, questions, exclamations and commands), e.g. commands in genres other than instructions, questions to talk to the reader in where appropriate • select appropriate adjectives to form noun phrases which tell the reader something they don't know, e.g. *fierce tiger* as opposed to *stripy tiger*

- use a range of co-ordinating conjunctions (*or, and, but)* to form compound sentences, thinking carefully where to use it and how often
- use a range of subordinating conjunctions (*when, if, that, because)* to add detail to sentences, thinking carefully where to use it and how often

  N.B. a range of well-punctuated statements, questions, exclamation, commands and noun phrases with subordinating conjunctions and co-ordinating conjunctions should be used accurately and sparingly to produce an effective piece of writing which engages the reader.

- spell most of the Y2 common exception words correctly
- spell most words with contracted forms
- accurately use prefixes and suffixes spelling the whole word correctly
- use the diagonal and horizontal strokes needed to join letters in most of their writing (cursive)
- consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' with hardly any errors
- use the terminology **noun, noun phrase, statement, question, exclamation, command, compound, adjective, adverb, suffix, adverb, tense (past, present), apostrophe, comma** when evaluating their writing with the teacher or other pupils
- can plan their writing by writing down idea and/or key words, including new vocabulary
- re-read what they have written to check it makes sense and edit it where necessary
- read aloud what they have written with appropriate intonation to make the meaning clear

Y3	The pupil has embedded all Y3 learning and is using it independently and accurately when writing at length for a range of different purposes and audiences.
	The pupil can :

- demarcate all sentences with capital letters and full stops
- use question marks, exclamation marks, commas in lists and apostrophes to mark singular possession when appropriate
- use inverted commas to punctuate direct speech, using dialogue sparingly so that it effectively adds detail to the writing
- use a range of difference sentence forms in their writing, using appropriately for the genre
- expand noun phrases using a range of precise adjectives
- use a range of co-ordinating conjunctions (*or, and, but)* and conjunctions to express time and cause (*when, before, after, while, so, because*)
- use a range of subordinating conjunctions (*when, if, that, because)*
- use adverbs to express time (*then, next, soon therefore)*
- use prepositions to express time, place and cause (*before, after, during, in, because of)*
- naturally use a range of verb forms accurately, including the *present perfect*, to begin to develop writing fluency

  N.B. a range of well-punctuated statements, questions, exclamation, commands and noun phrases with subordinating conjunctions, co-ordinating conjunctions, adverbs and prepositions should be used accurately and sparingly to produce an effective piece of writing which engages the reader.

- Use paragraphs effectively to group related material with headings and subheadings if appropriate

- spell most of the Y3/Y4 common exception words correctly
- spell most words with contracted forms
- accurately use prefixes and suffixes spelling the whole word correctly
- using the diagonal and horizontal strokes needed to join letters in most of their writing (cursive)
- consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' with hardly any errors
- use the terminology **adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')** when assessing their own or others' writing and suggesting improvements
- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (not just the WAGOLL)
- discuss and record their ideas
- create settings, characters and plot
- propose changes to vocabulary and punctuation
- proofread for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Y4	The pupil has embedded all Y4 learning and is using it independently and accurately when writing at length for a range of different purposes and audiences.
	The pupil can : • demarcate all sentences with capital letters and full stops • use question marks, exclamation marks, commas in lists and apostrophes to mark both singular and plural possession when appropriate • consistently use commas after fronted adverbials • use inverted commas to punctuate direct speech, using dialogue sparingly so that it effectively adds detail to the writing • use a comma after the reporting clause in speech and write end-of-sentence punctuation within the inverted commas • use a range of difference sentence forms in their writing, using appropriately for the genre • expand noun phrases using a range of precise adjectives and *that* or *with*, e.g. *the fierce tiger with the sharp teeth* • use a range of co-ordinating conjunctions (*or, and, but)* and conjunctions to express time and cause (*when, before, after, while, so, because*) • use a range of subordinating conjunctions (*when, if, that, because)* • use adverbs to express time (*then, next, soon therefore*) • use prepositions to express time, place and cause (*before, after, during, in, because of*) • choose fronted adverbials that add precise/informative detail to sentences • naturally use a range of verb forms accurately, including the *present perfect*, to continue to develop writing fluency

N.B. a range of well-punctuated statements, questions, exclamation, commands and noun phrases with subordinating conjunctions, co-ordinating conjunctions, adverbs and prepositions should be used accurately and sparingly to produce an effective piece of writing which engages the reader.

- Use paragraphs effectively to organise ideas around a theme
- Choose precise pronouns or nouns to avoid repetition and aid cohesion – the writing should flow
- spell most of the Y3/Y4 common exception words correctly
- spell most words with contracted forms
- accurately use prefixes and suffixes spelling the whole word correctly
- using the diagonal and horizontal strokes needed to join letters in most of their writing (cursive)
- consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' with hardly any errors
- use the terminology **determiner, pronoun, possessive pronoun, adverbial** when assessing their own or others' writing and suggesting improvements
- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (not just the WAGOLL)
- discuss and record their ideas
- create settings, characters and plot
- propose changes to vocabulary and punctuation, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Y5	**The pupil has embedded all Y5 learning and is using it independently and accurately when writing at length for a range of different purposes and audiences (including writing a short story).** **The pupil can :** • use commas to clarify meaning in all writing • use inverted commas and other speech punctuation to punctuation direct speech, using dialogue sparingly so that it effectively adds detail to the writing • use brackets, dashes or commas sparingly to indicate parenthesis • expand noun phrases using a range of precise adjectives and relative clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun • use a range of co-ordinating conjunctions (*or, and, but)* and conjunctions to express time and cause (*when, before, after, while, so, because*) • use a range of subordinating conjunctions (*when, if, that, because)* • use a range of adverbs to express time (*then, next, soon therefore)* • use a range of prepositions to express time, place and cause (*before, after, during, in, because of)* • choose fronted adverbials that add precise/informative detail to sentences • use adverbs to indicate degrees of possibility (*perhaps, surely*) • naturally use a range of verb forms accurately to continue to develop writing fluency **N.B.** a range of well-punctuated statements, questions, exclamation, commands and noun phrases with subordinating conjunctions, co-ordinating conjunctions, adverbs and prepositions should be used accurately and sparingly to produce an effective piece of writing which engages the reader.

- Link ideas across paragraphs using adverbials of time *(later),* place *(nearby) and* number *(secondly) or tense choices (*he *had* seen her before*)*
- choose precise pronouns or nouns to avoid repetition and aid cohesion – the writing should flow
- spell most of the Y5/Y6 common exception words correctly
- spell most words with contracted forms
- accurately use prefixes and suffixes spelling the whole word correctly
- using the diagonal and horizontal strokes needed to join letters in most of their writing (cursive)
- consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' with hardly any errors
- use the terminology **modal verb, relative clause, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity** when assessing the effectiveness of their own or others' writing and suggesting improvements
- plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (not just the WAGOLL)
- discuss and record their ideas
- create settings, characters and plot, considering techniques authors have used to use in their own writing
- propose changes to vocabulary and punctuation, including the accurate use of tense
- proofread for spelling and punctuation errors
- perform their own compositions using appropriate intonation, volume and movement so that meaning is clear

Y6	**The pupil has embedded all primary phase learning and is using it independently and accurately when writing both shorter and extended pieces for a range of different purposes and audiences. They can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures and can select verb forms for meaning and effect.** **The pupil can :** - use commas to clarify meaning in all writing - use inverted commas and other speech punctuation to punctuation direct speech, using dialogue sparingly so that it effectively adds detail to the writing - use brackets, dashes or commas sparingly to indicate parenthesis - use a colon to introduce a list and use semi-colons within a list - punctuation bullets points to list information - use hyphens to avoid ambiguity - use a semi-colon, colon and dash to mark the boundary between two independent clauses - expand noun phrases using a range of precise adjectives and relative clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun - use a range of co-ordinating conjunctions (*or, and, but)* and conjunctions to express time and cause (*when, before, after, while, so, because*) - use a range of subordinating conjunctions (*when, if, that, because)* - use a range of adverbs to express time (*then, next, soon therefore*) - use a range of prepositions to express time, place and cause (*before, after, during, in, because of)* - choose fronted adverbials that add precise/informative detail to sentences - use adverbs to indicate degrees of possibility (*perhaps, surely*) - use the passive to affect the presentation of information in a sentence

- use the subjunctive form where appropriate in very formal writing and speech

- link ideas across paragraphs using adverbials of time *(later),* place *(nearby) and* number *(secondly) or* tense choices *(*he *had* seen her before*)*
- choose precise pronouns or nouns to avoid repetition and aid cohesion – the writing should flow
- use ellipsis sparingly and appropriately to aid cohesion in a piece of writing
- use adverbials to aid cohesion *(on the other hand, in contrast, as a consequence)*
- use repetition of a word or phrase to aid cohesion in a piece of writing
- withhold information from the reader/encourage the reader to use their inference skills
- spell most of the Y5/Y6 common exception words correctly
- spell most words with contracted forms
- accurately use prefixes and suffixes spelling the whole word correctly
- using the diagonal and horizontal strokes needed to join letters in most of their writing (cursive), choosing whether or not to join specific letters
- consistently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' with hardly any errors
- use the terminology **subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points** when assessing the effectiveness of their own or others' writing and suggesting improvements
- plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using informal/formal speech as appropriate
- choose which genre to write in appropriate to the task
- note and develop initial ideas, drawing on reading and research where necessary
- create atmosphere, and integrate dialogue to convey character and advance the action

	- propose changes to vocabulary and punctuation, including the accurate use of tense - ensure the consistent and correct use of tense throughout a piece of writing - proofread for spelling and punctuation errors - perform their own compositions using appropriate intonation, volume and movement so that meaning is clear