

Year R-Year 6



WRITING CURRICULUM ENDPOINTS

The teaching of writing in Reception by the end of the autumn term should enable children to:

Transcription	Write some letters from their name from memory.
	Copy write their first name correctly and begin to write it from memory.
	Be aware of the language up, down, round, back, under, flick.
	Be aware that writing goes from left to right and from top to bottom – adult to model.
	Begin to form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation), including through use of over-writing (Little Wandle: Phase 2, Sounds-Write: Initial Code Units 1-7).
	Copy write CVC words by segmenting the sounds and then writing each grapheme.
	Represent some sounds correctly in their writing e.g. initial sounds.
	Copy write common exception words matched to the school's phonic programme as they are taught.
Sentence Structure	Understand that a sentence is a complete thought and it must make sense.
	Compose a sentence orally, making sure they have every word in a sentence.

Reception Writing Spring Endpoints

The teaching of writing in Reception by the end of the spring term should enable children to:

Transcription	Write first name accurately and from memory.
	Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation).
	Begin to write taught digraphs and trigraphs.
	Write from left to right (a dot can be given to remind them where to start)
	Begin to write CVC words by segmenting the sounds and then writing each grapheme
	Use finger spaces between two or more words.
	Begin to re-read their words to check that they have all the sounds and make sense.
	Copy write common exception words matched to the school's phonic programme as they are taught and begin to write some dictated common exception words.
Sentence Structure	Copy write full name (first and surname) and begin to write it from memory (forming letters correctly including capitals).
	Compose a sentence orally to share their own ideas.

The teaching of writing in Reception should enable children to:

Transcription	Write some taught digraphs and trigraphs from memory.
	Write CVC words by segmenting the sounds and then writing each grapheme with more accuracy.
	Write some common exception words matched to the school's phonic programme as they are taught and copy write others from a display or word mat.
	Write recognisable letters, most of which are correctly formed (correct starting point, sequence of movement and orientation).
	Use finger spaces between two or more words
	Re-read words to check that they contain all the sounds.
Sentence Structure	Write full name (first and surname) accurately, including capital letters.
	Rehearse a simple sentence orally and retain it (with support), ready to write
	Routinely write a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts).
	Re-read sentences to check that they make sense.

Early Learning Goal

Early Learning Goal	Write recognisable letters, most of which are correctly formed.
	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Write simple phrases and sentences that can be read by others.

As well as all the preceding statements from the previous year, the teaching of writing by the end of the autumn term in Year 1 should enable children to:

Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell some Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es)
	Form most lower case letters with correct starting point, sequence of movement and orientation.
	Form some capital letters with correct starting point, sequence of movement and orientation.
	Group letters in most words without spaces between graphemes.
	Leave spaces between most words in a caption or sentence.
	Position some letters on the line correctly with some descenders going underneath.
Sentence Structure	Re-read words to check that they contain all the sounds.
	Begin to use a capital letter for the pronoun 'I'.
	Punctuate some sentences with a capital letter.
	Punctuate some sentences with a full stop.
	Begin to use the simple present tense.
	Begin to use the simple past tense.
Composition	Re-read sentences to check that they include all the words needed for them to make sense.
	Compose, rehearse and write one or more single-clause sentences following teacher modelling.
	Write one or more sentences for different purposes.

Year 1 Writing Spring Endpoints

As well as all the preceding statements from the previous year, the teaching of writing by the end of the spring term in Year 1 should enable children to:

Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell many Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es, -ing, -ed)
	Form many lower case letters with correct starting point, sequence of movement and orientation.
	Form many capital letters with correct starting point, sequence of movement and orientation.
	Group letters into words without spaces between graphemes.
	Leave spaces between most words when writing more than one sentence.
	Position many letters on the line correctly with many descenders going underneath.
	Re-read words to check that they contain all the sounds.
Sentence Structure	Use a capital letter for the pronoun 'I' with only occasional error.
	Use a capital letter for some proper nouns.
	Punctuate many sentences with a capital letter.
	Punctuate many sentences with a full stop.
	Use the co-ordinating conjunction 'and' to join words.
	Use the simple present tense with increasing accuracy.
	Use the simple past tense with increasing accuracy.
	Use some adjectives after the noun.
	Re-read sentences to check that they include all the words needed for them to make sense.
Composition	Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas.
	Write a short series of sentences for different purposes.

Year 1 Writing Summer Endpoints

As well as all the preceding statements from the previous year, the teaching of writing in Year 1 should enable children to:

Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell most Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es, -ed, -ing, -er, -est).
	Form most lower case letters with correct starting point, sequence of movement and orientation.
	Form most capital letters with correct starting point, sequence of movement and orientation.
	Group letters into words without spaces between graphemes.
	Leave spaces between words within writing.
	Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds.
Sentence Structure	Use a capital letter for the pronoun 'I'.
	Use a capital letter for many proper nouns.
	Punctuate most sentences with a capital letter within a short series of sentences.
	Punctuate most sentences with a full stop within a short series of sentences.
	Use the co-ordinating conjunction 'and' to join words.
	Use the co-ordinating conjunction 'and' to join clauses.
	Use the simple present tense mostly correctly.
	Use the simple past tense mostly correctly.
	Use adjectives after the noun.
	Re-read sentences to check that they include all the words needed for them to make sense.
Composition	Compose, rehearse and write a series of meaningful sentences.
	Write a series of sentences for different purposes.

As well as all the preceding statements from the previous years, the teaching of writing by the end of the autumn term in Year 2 should enable children to:

Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell most Year 1 and some Year 2 common exception words correctly.
	Apply taught spelling patterns in order to add suffixes to words where the root word remains the same mostly correctly (-s, -es, -ed, -ing, -er, -est).
	Form most lower case and capital letters with correct starting point, sequence of movement and orientation.
	Begin to show distinction between small and tall letters through appropriate sizing.
	Begin to show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.
	Use appropriate spacing between words.
	Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds and begin to check that they have the correct representations.
Sentence Structure	Use a capital letter for many proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a short series of sentences.
	Punctuate most sentences with a full stop within a short series of sentences.
	Use co-ordinating conjunctions ('and', 'but') to join some clauses.
	Use the simple present tense mostly correctly within a short series of sentences.
	Use the simple past tense mostly correctly within a short series of sentences.
	Use adjectives after the noun.
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.
Composition	Write simple pieces (narrative and non-narrative).
	Begin to choose adjectives and verbs for effect.
	Begin to open sentences in different ways through use of pronouns and synonyms.

As well as all the preceding statements from the previous years, the teaching of writing by the end of the spring term in Year 2 should enable children to:

Transcription	Spell many words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1 and many Year 2 common exception words correctly.
	Begin to apply taught spelling patterns in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est).
	Often choose the correct spelling of taught homophones and near-homophones to match the context.
	Form most lower case and capital letters with correct starting point, sequence of movement and orientation.
	Show distinction between small and tall letters through appropriate sizing.
	Show distinction between capital letters and lower case letters that have similar formation through appropriate sizing.
	Use appropriate spacing between words that is beginning to reflect the size of the letters.
	Develop consistency in positioning all letters on the line with descenders always going underneath.
	Re-read words to check that they contain all the sounds and the correct representations.
Sentence Structure	Use a capital letter for most proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a series of sentences.
	Punctuate most sentences with a full stop within a series of sentences.
	Begin to use a question mark or exclamation mark when it is needed.
	Put the apostrophe in the correct place within some contractions.
	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use subordinating conjunctions ('because') to extend some clauses.
	Use the simple present tense consistently and correctly within a series of sentences.
	Use the simple past tense consistently and correctly within a series of sentences.
	Use adjectives after the noun and begin to use them before the noun (noun phrase).
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.
Composition	Write simple pieces (narrative and non-narrative), most of which are coherent.
	Choose adjectives and verbs for effect.
	Open sentences in different ways through use of pronouns and synonyms and begin to use time adverbs.
	Begin to vary sentence structures through some use of both single and multi-clause sentences.

As well as all the preceding statements from the previous years, the teaching of writing in Year 2 should enable children to:

Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.
	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.
	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.
	Use appropriate spacing between words that reflects the size of the letters.
	Maintain consistency in positioning all letters on the line with descenders always going underneath.
	Re-read words to check that they contain all the sounds and the correct representations, making edits more independently.
Sentence Structure	Use a capital letter for proper nouns and the pronoun 'I'.
	Punctuate most sentences with a capital letter within a longer series of sentences.
	Punctuate most sentences with a full stop within a longer series of sentences.
	Use a question mark or exclamation mark when it is needed.
	Put the apostrophe in the correct place within many contractions.
	Use co-ordinating conjunctions ('and', 'but', 'or' and 'so') to join some clauses.
	Use subordinating conjunctions ('when', 'because', 'if', 'that') to extend some clauses.
	Use the simple present tense consistently and correctly within a longer series of sentences.
	Use the simple past tense consistently and correctly within a longer series of sentences.
	Use adjectives before and after the noun.
	Re-read sentences to check that they include all the words and punctuation needed for them to make sense.
Composition	Write simple, coherent pieces (narrative and non-narrative).
	Choose adjectives and verbs for effect.
	Begin to use adverbs to add detail.
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.
	Vary sentence structures through some use of both single and multi-clause sentences.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write short narrative and non-narrative pieces that are interesting and maintain sense.
	Make own choices about: <ul style="list-style-type: none"> the way that sentences are structured the most appropriate and effective vocabulary the punctuation used to show an individual writer's voice.
	Use language and techniques read or heard to enhance writing.

As well as all the preceding statements from the previous years, the teaching of writing by the end of the autumn term in Year 3 should enable children to:

Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.
	Spell some of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns with more consistency in order to add suffixes to words where the root word changes (-s, -es, -ed, -ing, -er, -est, -ment, -ness, -ful, -less, -ly).
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell some contraction words correctly.
	Form most lower case and capital letters with correct size (including ascenders and descenders), starting point, sequence of movement and orientation.
Sentence Structure	Use editing to increase the accuracy of spelling and punctuation in writing.
	Punctuate sentences with a capital letter and correct end of sentence punctuation with some accuracy across short paragraphs of writing.
	Put the apostrophe in the correct place within many contractions and begin to use for singular possession.
	Use some co-ordinating and subordinating conjunctions to join and extend some clauses.
Composition	Use simple present and past tenses consistently and correctly across short paragraphs of writing.
	Write short, coherent narrative pieces (including short stories, character and setting descriptions).
	Write short, coherent non-narrative pieces using appropriate language and some organisational features.
	Add detail and description through the use of adverbs and adjectives to make writing more interesting.
	Organise writing into sections.
	Open sentences in different ways through use of pronouns, synonyms and time adverbs.
	Vary sentence structures through some use of both single and multi-clause sentences.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate some of the statements below.

Greater Depth	Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.
	Make own choices about: <ul style="list-style-type: none"> the use of different taught techniques, including altering the position of clauses or using repetition which detail to include and/or omit language and grammar to show an individual writer's voice.
	Use language and structures drawn from reading.

As well as all the preceding statements from the previous years, the teaching of writing by the end of the spring term in Year 3 should enable children to:

Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell most Year 1/2 common exception words correctly.
	Spell many of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns in order to add suffixes to words mostly correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell many common contraction words correctly.
	Write with legible handwriting, with clear ascenders and descenders.
	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Punctuate sentences with a capital letter and correct end of sentence punctuation with greater accuracy across short paragraphs of writing.
	Begin to use commas in lists.
	Put the apostrophe in the correct place within most contractions and with greater accuracy for singular possession.
	Begin to use inverted commas to punctuate some speech sentences.
	Begin to use appropriate co-ordinating and subordinating conjunctions to join and extend some clauses.
	Begin to use progressive tenses, as well as simple present and past tenses, with increasing consistency.
	Begin to use subject-verb agreement correctly.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).
	Structure simple narrative stories to include a beginning, middle and end.
	Write coherent non-narrative pieces using appropriate language and some organisational features.
	Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
	Begin to organise writing into paragraphs to introduce new ideas or information.
	Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **most of the statements** below.

Greater Depth	Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.
	Make own choices about: <ul style="list-style-type: none"> the use of different taught techniques, including altering the position of clauses or using repetition which detail to include and/or omit language and grammar to show an individual writer's voice.
	Use language and structures drawn from reading.

As well as all the preceding statements from the previous years, the teaching of writing in Year 3 should enable children to:

Transcription	Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
	Spell the Year 1/2 common exception words correctly.
	Spell most of the taught Year 3/4 statutory words correctly.
	Apply taught spelling patterns in order to add prefixes and suffixes to words mostly correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell most common contraction words correctly.
	Write with legible and consistent handwriting, with clear ascenders and descenders.
	Use some lower case letter joins within words.
	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Punctuate sentences with a capital letter and correct end of sentence punctuation, maintaining accuracy across short paragraphs of writing.
	Use commas in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.
	Use inverted commas to punctuate speech sentences mostly correctly.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
	Use simple and progressive present and past tenses with increasing consistency.
	Use subject-verb agreement mostly correctly.
	Use adjectives, adverbs and prepositions to extend sentences.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).
	Structure simple narrative stories to include a beginning, middle and end.
	Write coherent non-narrative pieces using appropriate language and some organisational features.
	Add detail and description through some varied use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
	Organise writing into paragraphs to introduce new ideas or information.
	Vary sentence structures through opening sentences in different ways and through the use of both single and multi-clause sentences.
	Use pronouns to replace nouns in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Maintain a sense of purpose and audience when writing pieces of narrative and non-narrative.
	Make own choices about: <ul style="list-style-type: none"> the use of different taught techniques, including altering the position of clauses or using repetition which detail to include and/or omit language and grammar to show an individual writer's voice.
	Use language and structures drawn from reading.

As well as all the preceding statements from the previous years, the teaching of writing by the end of the autumn term in Year 4 should enable children to:

Transcription	Apply Year 3 and some Year 4 spelling patterns within writing.
	Spell most of the taught Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell most common contraction words correctly.
	Write with legible and consistent handwriting, with some joins.
	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Begin to use commas after fronted adverbials, as well as in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.
	Use inverted commas to punctuate speech sentences mostly correctly.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.
	Use a range of verb tenses with increasing consistency.
	Use person and subject-verb agreement with increasing consistency.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).
	Write coherent non-narrative pieces using appropriate language and some organisational features.
	Begin to vary sentence structure through the use of fronted adverbials to add detail.
	Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.
	Organise writing into paragraphs to introduce new ideas or information.
	Use pronouns to replace nouns in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some of the statements** below.

Greater Depth	Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.
	Make some choices about: <ul style="list-style-type: none"> the organisation and structure of writing when to use a formal or more informal style revealing character through dialogue the use of precise vocabulary and techniques to evoke feelings and responses from the reader language and grammar, according to purpose and audience to show an individual writer's voice.
	Begin to draw upon models from reading and use them to enhance writing.

As well as all the preceding statements from the previous years, the teaching of writing by the end of the spring term in Year 4 should enable children to:

Transcription	Apply many taught spelling patterns within writing.
	Spell most of the taught Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Begin to spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting, with some joins correctly formed.
	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Use commas more consistently after fronted adverbials, as well as in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.
	Begin to use apostrophes to mark plural possession.
	Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
	Use a range of verb tenses with increasing consistency.
	Use person and subject-verb agreement with increasing consistency.
Composition	Begin to write organised and structured narratives (including short stories, character and setting descriptions).
	Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.
	Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail.
	Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.
	Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.
	Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.
	Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **most of the statements** below.

Greater Depth	Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.
	Make some choices about: <ul style="list-style-type: none"> the organisation and structure of writing when to use a formal or more informal style revealing character through dialogue the use of precise vocabulary and techniques to evoke feelings and responses from the reader language and grammar, according to purpose and audience to show an individual writer's voice.
	Begin to draw upon models from reading and use them to enhance writing.

As well as all the preceding statements from the previous years, the teaching of writing in Year 4 should enable children to:

Transcription	Apply taught spelling patterns within writing.
	Spell most Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting, with many joins correctly formed.
	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Use commas after fronted adverbials, as well as in lists.
	Begin to use commas to mark the boundary between a subordinate clause and a main clause.
	Put the apostrophe in the correct place within contractions and to mark singular possession.
	Demonstrate greater accuracy in use of apostrophes to mark plural possession.
	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
	Use a range of verb tenses with increasing consistency.
	Use person and subject-verb agreement with increasing consistency.
Composition	Write organised and structured narratives (including short stories, character and setting descriptions).
	Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.
	Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify.
	Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.
	Use paragraphs to organise ideas around a theme, making cohesive links between them.
	Use pronouns and a wider range of noun phrases in order to avoid repetition.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.
	Make some choices about: <ul style="list-style-type: none"> the organisation and structure of writing when to use a formal or more informal style revealing character through dialogue the use of precise vocabulary and techniques to evoke feelings and responses from the reader language and grammar, according to purpose and audience to show an individual writer's voice.
	Begin to draw upon models from reading and use them to enhance writing.

As well as all the preceding statements from the previous years, the teaching of writing in Year 5 should enable children to:

Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Write with legible and consistent handwriting, with most joins correctly formed.
	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.
Sentence Structure	Use commas after fronted adverbials, as well as in lists.
	Begin to use commas to mark the boundary between a subordinate clause and a main clause.
	Put the apostrophe in the correct place within contractions and for singular and plural possession.
	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
	Use a range of verb tenses with increasing consistency.
	Use person and subject-verb agreement with increasing consistency.
Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.
	Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest.
	Describe settings and characters through descriptive language.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.
	Begin to use both formal and informal writing features.
	Use dialogue to provide relevant information about characters.
	Use paragraphs to organise ideas around a theme, making cohesive links between them.
	Begin to evaluate and redraft sections of writing in order to enhance and improve.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate **some of the statements** below.

Greater Depth	Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.
	Make some choices about: <ul style="list-style-type: none"> the organisation, structure and content of writing the use of formal and informal language and grammar features the manipulation of grammar and language for effect and context the use of written language structures, as well as those that mirror spoken language when to use additional punctuation to avoid ambiguity or for effect to show a clear and consistent individual writer's voice, which reflects purpose and audience.
	Use the language and techniques found in wider reading to enhance writing.

As well as all the preceding statements from the previous years, the teaching of writing in Year 5 should enable children to:

Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell most Year 3/4 statutory words correctly.
	Spell many of the taught Year 5/6 statutory words correctly.
	Write with legible and consistent handwriting, with most joins correctly formed.
	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure	Begin to use brackets, dashes and/or commas to indicate parenthesis.
	Use commas to mark the boundary between a subordinate clause and a main clause.
	Begin to use commas for clarity correctly.
	Use speech punctuation accurately, including before and after a reporting clause.
	Begin to use relative clauses to extend sentences.
	Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.
Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.
	Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.
	Describe settings and characters through carefully chosen descriptive language.
	Begin to create atmosphere through use of language, sentence structure and punctuation for effect.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.
	Write using both formal and informal styles.
	Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward.
	Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.
	Begin to evaluate and redraft sections of writing in order to enhance and improve.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate **most of the statements** below.

Greater Depth	Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.
	Make some choices about: <ul style="list-style-type: none"> the organisation, structure and content of writing the use of formal and informal language and grammar features the manipulation of grammar and language for effect and context the use of written language structures, as well as those that mirror spoken language when to use additional punctuation to avoid ambiguity or for effect to show a clear and consistent individual writer's voice, which reflects purpose and audience.
	Use the language and techniques found in wider reading to enhance writing.

As well as all the preceding statements from the previous years, the teaching of writing in Year 5 should enable children to:

Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell the Year 3/4 statutory words correctly.
	Spell most of the taught Year 5/6 statutory words correctly.
	Begin to maintain legibility in joined handwriting.
	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure	Use brackets, dashes and/or commas to indicate parenthesis.
	Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.
	Use commas for clarity mostly correctly.
	Use speech punctuation accurately, including before and after a reporting clause.
	Use relative clauses to extend sentences.
	Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar, structure and organisational features to aid the reader.
	Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.
	Describe settings and characters through carefully chosen descriptive and figurative language.
	Create atmosphere through use of language, sentence structure and punctuation for effect.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.
	Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.
	Use dialogue purposefully to provide information about characters and/or move events forward.
	Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.
	Begin to evaluate and redraft sections of writing in order to enhance and improve.

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.
	Make some choices about: <ul style="list-style-type: none"> the organisation, structure and content of writing the use of formal and informal language and grammar features the manipulation of grammar and language for effect and context the use of written language structures, as well as those that mirror spoken language when to use additional punctuation to avoid ambiguity or for effect to show a clear and consistent individual writer's voice, which reflects purpose and audience.
	Use the language and techniques found in wider reading to enhance writing.

As well as the Working Towards statements from the STA Teacher Assessment Framework, the teaching of writing in Year 6 should enable children to:

Transcription	Apply taught spelling strategies including the use of a dictionary, to attempt/check the spelling of uncommon or ambitious vocabulary.
	Spell the Year 3/4 statutory words correctly.
	Spell the Year 5/6 statutory words mostly correctly.
	Maintain legibility in joined handwriting when writing at speed.
	Use editing skills to proof-read and correct errors in order to increase accuracy and sense.
Sentence Structure	Use the range of punctuation taught at KS2 mostly correctly within writing.
	Use verb tenses consistently and correctly throughout writing.
Composition	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
	Vary sentence structures to add detail, for emphasis and to avoid repetition.
	In narratives, describe settings, characters and atmosphere.
	Select vocabulary and grammatical structures that writing requires, doing this mostly appropriately (such as using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Integrate dialogue in narratives to convey character and advance the action.
	Use a range of devices to build cohesion (such as conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	Evaluate and redraft sections of writing in order to enhance and improve.

****Please note that the statements in italics are LET criteria as opposed to statutory criteria.***

It is expected that children working at Greater Depth are more secure in the statements above as well as being able to demonstrate the statements below.

Greater Depth	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
	Distinguish between the language of speech and writing and choose the appropriate register.
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	Use the range of punctuation taught at key stage 2 correctly (such as semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.