

Year R Expectation

No	Criteria		
1	I can tolerate hand manipulation.		
2	I can use my body parts or an implement to create marks with support.		
3	I can attempt to mark make independently.		
4	I can recognise mark making materials.		
5	I can use mark making materials and enjoy doing so.		
6	I can show some control in mark making.		
7	I can produce some recognisable letters.		
8	I can write the first letter of my name.		
9	I will attempt to 'write' things, including my own name using random letters.		
10	I can differentiate between different letters and symbols.		
11	I can show some awareness of sequencing of letters.		
12	I write own name with wrong letter formations or mixed lower/upper case.		
13	I can copy over/under a model.		
14	I pretend to be an adult writing and I write for a purpose.		
15	I know that there are many different reasons to write.		
16	I can tell you what my marks mean.		
17	I know that print has meaning and is read from left to right and top to bottom.		
18	I can hold and use a pencil effectively.		
19	I can write single letters or groups of letters which represent meaning.		
20	I am beginning to write sentences that make sense whilst applying my early phonic knowledge. However, there may be some mistakes in my letter shapes and spelling.		
21	I can say what I want to write, speaking in clear statements or sentences.		
22	I can spell some common, single syllable words correctly in writing, including many of the words in the Year R High Frequency list and the Early Years Outcomes.		
23	I can write 3 or more simple statements that can be read without my help and that makes sense, although letter shapes and spellings may not be fully accurate.		

Standard 1

I can write 3 or more simple statements that can be read without my help and that make sense, although letter shapes and spelling may not be accurate.

No	Criteria		
1	I can write my first name with a capital letter.		
2	I can write most letters clearly and try to make them the same size.		
3	I can write regular words and try to use the right spelling.		
4	I always leave a space between each word.		
5	I try to write new words using my phonics.		
6	I can spell CVC words like sit, bag, and cat.		
7	In my writing I can use captions and labels, and can try to write lists and stories.		
8	I can write my letters neatly, trying to keep them the same size and shape, and in straight lines.		
9	I can read and understand my own writing.		
10	I can think of ideas to write about.		
11	I can write a sentence that makes sense.		
12	I can spell most of the words on the Set 1 list.		
13	I try to spell new words so that other people can read them.		
14	I can write a whole paragraph or more, in a story, report, recount, or list.		
15	I try to use full stops in my writing to show the end of a sentence.		
16	I can form my letters neatly and in the correct place on a line.		
17	I can use a conjunction, like 'and' to join my writing.		
18	I can use the right words (vocabulary) in more than three statements.		
19	I can spell new words using my sounds in at least three statements.		
20	I can use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.		
21	I can write a paragraph or more of my own ideas, on my own, that other people can read without help from me.		

Standard 2

I can write a paragraph or more of ideas independently that can be read without help from me. (*This cannot be a recount)

No	Criteria	
1	I can write a paragraph of my own ideas using a series of sentences, which reads like a story.	
2	I can write neatly, putting my ascenders, descenders and capital letters in the right place on the line.	
3	I can write three or more different genres other than stories, reports or recounts.	
4	In my writing, I can use description and add information to make it more interesting to read.	
5	I can write sentences which are more interesting by using questions, direct speech or opening with a subordinate clause.	
6	I can sometimes use interesting and ambitious words that I have read or heard.	
7	I can write at least a whole side of A4 paper by myself.	
8	I can match my writing to the task I have been given, using appropriate openings and endings, organisational features and paragraphs.	
9	I can usually remember to use basic sentence punctuation (full stops followed by capital letters) in a piece of writing close to a side of A4 in length.	
10	I can spell the words from the set 1 and 2 lists.	
11	I can use phonetically plausible strategies to spell unknown polysyllabic words.	
12	I can use connectives/conjunctions other than 'and' to join 2 or more simple sentences (e.g. but, so, then, or, when, if, that, because).	
13	I can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; commas in lists; apostrophe for simple contraction and for singular possession e.g. 'John' s dog...', 'The cat's bowl...'. .	
14	I can make my writing lively and interesting by using humour, punctuation or varying the length of my sentences.	
15	I can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).	
16	I can use adjectives and descriptive phrases for detail and emphasis. I choose adjectives for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff'.	
17	I can usually structure basic sentences correctly, including capital letters and full stops in a longer piece.	
18	My handwriting has clear upper and lower case letters, ascenders and descenders and is a regular size.	
19	I am beginning to join my letters together when writing.	
20	I use past and present tenses correctly.	

Standard 3

I can write close to a side of A4 or more, use full stops, correct grammatical structures and a range of phonic strategies. My handwriting is neat, accurate and a regular cursive style.

No	Criteria	
1	My writing is organised, imaginative and clear (e.g. simple opening and ending).	
2	I join my handwriting.	
3	I can write three or more different genres other than stories, reports or recounts.	
4	I can change my writing depending on the audience (e.g. provide information about characters or setting, make a series of points).	
5	I can use interesting and ambitious words sometimes which are not common for children my age.	
6	I can develop and extend ideas logically in sequenced sentences although they may still be overly detailed or brief.	
7	I can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).	
8	I can usually use correct grammatical structures in sentences (nouns and verbs make sense).	
9	I can use pronouns appropriately to avoid using the same pronouns over and over again.	
10	I can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
11	I can structure and organise my work clearly (e.g. beginning, middle, end; letter structure; dialogue structure).	
12	I am beginning to use paragraphs.	
13	I can change my writing style depending on the purpose (e.g. clear difference between formal and informal letters).	
14	I can write neatly, legibly and accurately, mainly in a joined style.	
15	I can use adjectives and adverbs for description.	
16	I can spell phonetically regular, or familiar common polysyllabic words correctly and most or all of the set 3 words.	
17	I can develop characters and describe settings, feelings and/or emotions, etc.	
18	I can link and relate events, including the past, present and future, sensibly (afterwards, before, also, after a while, eventually...).	
19	I try to use opinion, interest or humour in my writing.	
20	I use generalising words for style such as sometimes; never; always; often; mainly, mostly, generally. I can use modal verbs and conditional tense such as might do it; may go; could rain; should win.	
21	I am beginning to develop a sense of pace so that my writing is lively and interesting.	

Year 4 Expectation/Standard 4

Essential basic skills are now 'past their sell by date' at Standard 4.

I can almost always use correct grammatical structures; structure and punctuate sentences correctly (.?!.); use a range of connectives; can spell monosyllabic and common polysyllabic words correctly (Year 3).

No	Criteria	
1	I can write in a lively and coherent style.	
2	I can use a range styles and genres confidently and independently (this does not include known stories, simple reports or recounts).	
3	I can use interesting and ambitious words sometimes which are not common for children my age.	
4	I can organise ideas appropriately for both purpose and the reader (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc.).	
5	I can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
6	I can write neatly, legibly and accurately, mainly in a joined style.	
7	I can use more sophisticated connectives (e.g. although, however, nevertheless, despite, contrary to, as well as etc.).	
8	I can use links to show time and cause.	
9	I can open sentences in a wide range of ways for interest and impact.	
10	I can use paragraphs although may not always be accurate.	
11	I can produce thoughtful and considered writing (simple explanation, opinion, justification and deduction).	
12	I can use or attempt grammatically complex structures (e.g. expansion before and after the noun – 'The little, old man who lived on the hill..' '...by the lady who taught me the guitar...'; subordinate clauses – 'I felt better when...')	
13	I can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in Set 4 word lists.	
14	I can use nouns, pronouns and tenses accurately and consistently throughout.	
15	I can use apostrophes and/or inverted commas, mainly accurately (if direct speech is not appropriate to the task, apostrophes alone can score the tick).	
16	I can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.	
17	I can select interesting strategies to move a piece of writing forward (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etc.).	
18	I can advise assertively, although not confrontationally, in factual writing (e.g. An important thing to think about before deciding...'; 'We always need to think about...').	
19	I can develop ideas in creative and interesting ways.	

Year 5/6 Expectation

Essential Year 4 criteria to be achieved prior to moving to Year 5: I can use nouns, pronouns and tenses accurately, a range of sentence punctuation accurately (.,?'"..."...) and ambitious vocabulary (Year 4)

1	I can produce well-structured and organised writing using a range of conventions in layout.	
2	I can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic standard English).	
3	I can select the correct genre for audience and purpose, and use it accurately.	
4	I can select from a wide range of known imaginative and ambitious vocabulary (which are not often used by children my age) and use them precisely. These are spelt correctly generally.	
5	I can use paragraphs consistently and appropriately.	
6	I can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).	
7	I can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.	
8	I can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).	
9	I can use complex sentence structures appropriately.	
10	I can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.	
11	I can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).	
12	I can write neatly, legibly and accurately in a flowing, joined style.	
13	I can adapt handwriting for a range of tasks and purposes, including for effect.	
14	I can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words.	
15	I can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).	
16	I can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).	
17	I can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').	
18	I can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, and bibliography).	
19	I can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor and simile).	
20	I can interweave implicit and explicit links between sections.	
21	I can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).	
22	I can show confident and established 'voice'.	

KS2 Mastery/Standard 6

1	I can spell all vocabulary correctly apart from rare technical or obscure words (ambitious vocabulary must be spelt correctly).	
2	I can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	I can use the full range of punctuation, almost always accurately and precisely, including for sub division, effect, listing, direct speech, parenthesis etc.	
4	I can write neatly, legibly and accurately and fluently, in a joined style.	
5	I can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.	
6	I can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents etcetera.	
7	I can use a wide range of sophisticated connectives, including conjunctions, adverbs, and propositions, to show time, cause, sequence and mode, often to open sentences.	
8	I can use clauses confidently and appropriately for audience and purpose.	
9	I can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.	
10	I can group items for effect, before or after a verb.	
11	I can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment.	
12	I can write with confidence and imagination.	
13	I can adapt writing for the full range of purposes, always showing awareness of audience and purpose.	
14	I can consciously vary levels of formality according to purpose and audience.	
15	I can sustain a convincing viewpoint throughout a piece of writing e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.	
16	I can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age).	
17	I can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.	
18	I can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.	
19	I can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.	
20	I can use pertinent and precise detail as appropriate.	
21	I can intermingle a variety of sentence types, statements, commands, questions, exclamations, asides and complex with simple, effective placing of clauses.	

