Strand'	Emerging	EY Expected	Working	Y1 Expected	Greater depth		Y2 Expected	Greater depth		Y3 Expected	Greater depth		Y4 Expected	Greater depth		Y5 Expected	Greater depth		Y6 Expected	Greater depth
Planning	Express their ideas and feelings about their experiences.	and future tenses and making use of conjunctions, with modelling and support from their teacher). (ELG:	towards Express their ideas and feelings about their experiences using full sentences (including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher). (EY Exp)	Write sentences by saying out loud what they are going to write about. Compose sentences orally before writing them: say, and hold in memory whilst writing, simple sentences.	writing down ideas and/or key words,	sentences by saying out loud what they are going to write about. Compose sentences	encapsulating what he/she wants to say, sentence by sentence. Consider what he/she is going to write before beginning by writing down ideas and/or key words,	capture what they are going to write sentence by sentence. Consider what he/she is going to write before	saying out loud what they are going to write about. Compose sentences orally before writing them. (Y1 Exp) Consider what he/she is going to write before beginning by writing down	Plan his/her writing by discussing similar texts and recording ideas within a given structure.	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar before recording ideas. (Y4 Exp)	towards Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. (Y2 Exp) Record these ideas within a given structure. (Y3 Exp)	writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. (YS Exp)	towards Plan his/ner writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar before recording ideas. (Y4 Exp)	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.	Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own. (Y6 Exp)	towards Plan his/her writing by discussing writing similar to that which he/s/he is planning to write, in order to understand and learn from its structure, vocabulary and grammar before recording ideas. (Y4 Exp)	audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.	Write for a range of purposes and audiences, use vocabulary and ideas from books to help with literary language, characterisation and structure.
Awareness of audience/ purpose (ie. selecting relevant features)	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG: Listening, Attention and Understanding)	with peers and their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-liction, rhymes and poems. ELG: Being Imaginative and Expressive;	record some	Write sentences, sequencing them to form short narratives.	Write sentences, sequencing them to form short, increasingly coherent narratives.	are sequenced	Write simple, coherent narratives about personal experiences and those of others (real or fictional).	inform the vocabulary and grammar of writing to suit the purpose of	discussion with the teacher, choose appropriate vocabulary and grammar to suit the appropriate narrative or	awareness of appropriate language and form (e.g.include	for the text's purposes, using vocabulary and	discussion with the teacher, choose appropriate vocabulary and grammar to suit	and coherently for a given purpose and audience showing an increasing awareness of appropriate language and form (e.g. aiming for clarity in		developing awareness of appropriate language and form (e.g. include distinctive features of letter writing or report writing).	and coherently for given purposes and audiences, and mostly select language and grammatical structures that show good	form and draw on what they have read as models for their town writing (e.g. rhetorical questions; interactions between characters; range of sentence	Show a developing awareness of appropriate language and form (e.g. include distinctive features of letter writing). (Y3 Exp)	for given purposes and audiences, choosing language and grammatical structures that show a good awareness of	
Organisation/ cohesion	Begin to demonstrate writing behaviours'.		phrases and sentences that can be read by	I can sequence sentences to form short narratives.	I can write sentences that are sequenced to form a short narrative (real or fictional).	are sequenced to form a short		Begin to group ideas into paragraphs.	discussion with the teacher, I can write simple, coherent narratives and	because, when,	effectively, making sensible choices about how to group	Use paragraphs to group related material. Use some conjunctions (e.g. and, because, when even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail." (Y3 Exp)	sentences developing an idea). In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, builet points) To begin to make choices about using sentences of different lengths and types, including fronted	synonyms), in much of their writing. (YS Exp)	paragraphs around a theme. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings,	Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; synonyms), in much of their writing.	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and	paragraphs.	devices to build cohesion (e.g. conjunctions, adverbials of time and place,	Draw independently on what they have read as models for their own writing (including structure and grammatical features).
Description/ vocabulary	Begin to participate in small group discussions.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG: Speaking)	Use adjectives in spoken interactions (eg. when recounting narratives or offering ideas in discussion).	in simple written sentences.	experiment with lists of adjectives	written	Use simple expanded noun phrases for description and specification.	using simple expanded noun phrases to create more sustained setting/charact	expanded noun	settings, characters and plot in	I can use detail and vocabulary to interest and engage the reader.	expanded noun phrases for description and specification. (Y2 Exp) Begin to describe/create settings, characters and plot (perhaps	showing consideration for audience and purpose. Use expanded noun phrases with prepositions.	character through description, action and dialogue and begin to develop atmosphere	plot in narrative, with some consideration for audience and purpose or describe some aspects but not others. (Y3/4	settings,	In narratives, describe settings, characters and atmosphere. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. (Y6 Exp)	In narratives, describe settings and characters.	describe settings, characters and atmosphere. Select vocabulary and grammatical structures that	I can write for a range of purposes and audiences, describing characters, setting and atmosphere using vocabulary and ideas from books that I have read to help with literary language, characterisation and structure.
Tone (Y6 only)																		Recognise that different text types sound different from one another and begin to select vocabulary and grammar appropriately.	vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues; using passive verbs or the subjunctive form to affect how information is presented). Maintain a consistent level	Distinguish between the language of speech and writing and choose the appropriate register.
Dialogue (Y3-Y6)									Include characters' direct speech in their writing.	Begin to use inverted commas to punctuate direct speech.	Consistently and independently punctuate direct speech using inverted commas.	Begin to use inverted commas to punctuate direct speech. (Y3 Exp)	Use inverted commas and other speech punctuation to indicate direct speech (including commas after reporting clauses and end punctuation inside the inverted commas).	Experiment with integrating dialogue to convey character. Experiment with interrupted speech and punctuate this accurately.	Use speech punctuation correctly most of the time (Year 4 Working At)	maintaining a balance of speech and description and including speech which shows the character's personality or mood). Accurately punctuate	Integrate dialogue in narratives to convey character and advance the action (Yr6 Working At)	Use inverted commas to punctuate direct speech and use other punctuation (eg commas after reporting increasing accuracy. (Y3/4 Exp)	advance the action.	Integrate dialogue in narratives to convey character and advance the action; distinguish between the language of speech and writing and choose the appropriate register (eg. possibly exploring distinctive voices for characters and/or using contractions in speech).
Handwriting	Begin to write recognisable letters and hold a pencil using an appropriate grip.	letters, most of which are correctly	correct direction, starting and	Separate words using finger spaces. Form letters in the correct direction, starting and finishing in the right place.	letters and digits of the correct size, orientation and relationship to one another and	Separate words using finger spaces. With support, form letters in the correct direction, starting and finishing in the right place. (See Y1 Exp)	Form lower-case letters correctly. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the	horizontal strokes needed to join some letters.	Form capital letters and lower case letters correctly.	Join letters with diagonal and horizontal strokes where appropriate. Ensure letters are consistent in size.	and with increasing	horizontal strokes where	and with increasing fluency, paying attention to size and spacing ./ Maintain the		Write legibly.	direct speech. Write legibly, fluently and with increasing speed.	Maintain legibility in joined handwriting when writing at speed (Y6 Exp)	Write legibly.	Maintain legibility in joined handwriting when writing at speed.	Consistently maintain legibility in joined handwriting when writing at speed.
Editing/ evaluating (Y1-6)			they have written, with prompting from an adult. Reread their work to check it makes sense,	Discuss what they have	make very simple additions, revisions and proof-reading corrections to		letters. After	After discussion with the teacher, make simple additions, reading corrections and proof-reading corrections to their own writing.	the teacher, make very simple additions, revisions and proof-reading corrections to their own writing (eg. ends of sentences punctuated	Evaluate and edit writing of writing by making changes to grammar and vocabulary (eg. propose additions/ conjunctions, adverbs). Proof-read for errors with spelling and punctuation (eg. ends of sentences, commas for lists, apostrophes).	including exploring a	the teacher, make very simple additions, revisions and proof-reading corrections to their own writing (eg. ends of sentences punctuated correctly and correct use of commas and apostrophes).	proposing changes to grammar and vocabulary to improve consistency, including the	Evaluate and edit by proposing changes to vocabulary and grammar to enhance effects and clarify meaning (part of Y5 Exp)	make additions, revisions and proof-reading corrections to their own writing (eg. ends of sentences punctuated	edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Check for subject and	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and explain why they have made these t changes. (Y6 Exp)	sentences punctuated correctly). (Y2	edit by proposing reasoned changes to vocabulary,	Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and experiment with different styles, forms and perspectives and compare the impact of different versions.

Strand'	Emerging	EY Expected	Working	Y1 Expected	Greater depth	Working	Y2 Expected	Greater depth	Working	Y3 Expected	Greater depth	Working	Y4 Expected	Greater depth	Working	Y5 Expected	Greater depth	Working	Y6 Expected	Greater depth
		·	towards			towards			towards			towards			towards	-	-	towards	-	
Spelling	Hear initial sounds.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG: Writing)	I can spell some common exception words.	Spell words containing the phonemes aiready taught (including making phonically plausible attempts at more complex words). Add prefixes and suffixes for plurals/ 3rd person singular (-s and -es) and add -ing, -ed and est where no change to the root word is need.	make phonetically plausible attempts at spelling unfamiliar words.	spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plau sible attempts at others. Spell some common exception words.	spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plau sible attempts at others. Spell many common exception words.	into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plau sible attempts at others. Spell most common exception words.	words and use phonics and other knowledge of spelling to spell many KS1 words correctly.	phonics and other knowledge of spelling patterns, to spell words with increasing accuracy. Spell most common exception words.	dictionaries and displays to help with spelling unfamiliar words.	many words from previous year groups and some words from the year 3 / year 4 spelling list.	Spell correctly words from learning in previous year groups, and most words from the Y3/4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings.		knowledge of spelling, such as morphology to spell words as accurately as possible.	using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary.	uncommon or more ambitious vocabulary (Y6 Exp).	Y5/6 spelling list.	use a dictionary to check the spelling of more ambitious vocabulary.	ambitious vocabulary (including language garnered from their reading).
Punctuation	Separate words or phrases with a gap to show a new idea or 'sentence'.	capital letters at the start of a sentence and full stops at the end (though	the start of a sentence and full stops at the end (though this may not be consistently accurate eg.	of the week and the pronoun I. Begin to punctuate sentences using a capital letter and a full stop, question mark or	lists, apostrophes,	pronoun I. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation	most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required. Use commas for lists. Use apostophes for contraction and possession (eg. 1 can't, Ben's socks).	accurately using punctuation taught up to Y2 accurately, is beginning to explore a wider range of punctuation encountered in their reading (eg. brackets, apostrophes for plural	Use the range of punctuation taught up to and including Y2 mostly correctly.	commas for direct speech.	Use the range of punctuation taught up until Y3 correctly and begin to explore a wider range of punctuation encountered in their reading (eg. brackets, commas between clauses, apostrophes for plural possession).	of punctuation taught up to and including Y2/3 mostly	apostophes for plural possession (The girl's names) Use a comma after a fronted adverbial. Accurately punctuate	of punctuation taught up until y4 correctly and begin to explore a wider range of punctuation encountered in their reading (eg. brackets, dashes and	of punctuation taught up to and including Y3/4 mostly	Use brackets, commas or dashes for parenthesis. Use commas to clarify meaning ('eats, shoots and leaves' or 'eats shoots and leaves').	of punctuation taught up to Y5 correctly and begin to explore a wider range of punctuation encountered in	letters, full stops, question marks, commas for lists and apostrophes for contraction	Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to make my meaning clear.
Grammar (conjunctions & adverbials)		their ideas and			After discussion with the teacher, write in sentences and join words and clauses using 'and' in their writing as well as a wider range of co-ordinating and subordinating (Y2 Exp).	join words and clauses using 'and' in their	use co-ordinating conjunctions (and, or but) and subordinating	Use more complex co-ordinating conjunctions (eg. while, therefore, during, because of). (Y3 Exp)	Write in full sentences and use co-ordinating conjunctions (and, or but) and subordinating conjunctions (if when, that, because) to join clauses. (Y2 Exp).	(eg. then, next, soon, therefore) and prepositions (eg.before,	Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) (Y4 Exp).	sentences and use co-ordinating conjunctions (and, or but) and subordinating conjunctions (if, when, that, because) to join clauses.	conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g., appropriate noun or pronoun to	Use a range of devices to build cohesion within and across paragraphs (e.g. a wide variety of conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing, (Y5 Exp)	sentences and	conjunctions; adverbials of time and place; pronouns;	use a range of devices to build cohesion (e.g. a range of conjunctions, adverbials of time and place, pronouns, synonyms) within and	Write in full sentences and use co-ordinating conjunctions (and, or but) and subordinating conjunctions (if when, that, because) to join clauses. (Y2 Exp). Begin to include more complex conjunctions (Y3 Exp).	use a range of devices to build cohesion (e.g. a range of conjunctions, adverbials of time and place, pronouns, synonyms) within and across	Be selective about the cohesive devices used in their writing, exercising an assured and conscious control over levels of formality, depending on the purpose and audience of the text.
Grammar (tenses)		their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses,		Use the simple present and simple past tense accurately. (eg. 1 go to school. I play the drums. I went to school. I drummed. He listened.)	present and past tense mostly correctly and consistently. Begin to include other verb forms not yet explicitly	use the simple present and simple past tense accurately. (eg. I go to school. I play the drums. I went to school. I drummed. He listened.) (Y1	present and past tense mostly correctly and consistently, including the progressive form (eg. I am going, I am drumming, He was shouting)	forms taught so far mostly accurately. Begin to include other verb forms not yet explicitly taught such as	use the simple present and simple past tense accurately. (eg. I go to school. I play the drums. I went to school. I drummed. He listened.) (Y1/2	present and past tense forms taught so far mostly accurately. Use the present perfect form of verbs (eg.l have been to	present tenses taught so far correctly (eg. present perfect, past progressive),	past mostly accurately. With some modelling and support, use other present and past tense forms taught so	Use past and present tenses taught so far correctly (eg. present perfect past progressive), and include a wider range of these verb	past progressive), and include a wider range of these verb forms, including	Use the simple present and past mostly accurately. With some modelling and support, use other present and past tense forms taught so	pefect tense (eg.he had a seen her before) and use the verb tenses taught so far consistently and correctly		Use the simple present and past mostly accurately. With some modelling and support, use other present and past tense forms taught so far.	tenses consistently and correctly throughout my writing (including the simple, progressive	Be selective about the verb forms used in their writing, exercising an assured and conscious control over levels of formality, depending on the purpose and audience of the text. (eg. use of the subjunctive form in a formal piece of writing).
Grammar (affixes & other				Use suffixes and prefixes and prefixes and prefixes and prefixes where no change is needed in the spelling of root words (eg. helping, helper), bunderstand how the prefix un-alters the meaning of words. (eg. unite, unkind). Use regular plural noun suffixes (eg. dog-> dogs; fox -> foxes).			Use suffixes such as -ness, -er, -et, -l-less, -er, -et and -ly. Use simple expanded noun phrases (eg. The beautiful, blue butterfly, plain flower, the man in the moon).			Use a or and depending on whether the word begins with a vowel or consonant. Use a range of more complex prefixes (eg. super-, anti-, auto-)			Use Standard English ('We were' not 'we was'.' 1did' not '1 done'). Use expanded noun phrases with prepositions (eg. The friendly teacher with curly hair).			Use modal verbs (must, could) and adverbs (perhaps, surely) to indicate degrees of possibility. Use relative clauses (eg. The milkman, who was dragging his feet wearily, waved as he passed). Use suffixes to convert nouns & adjectives into verbs (eg. ate. ifly, -ise) and use a wider range of prefixes (eg. dis., de., mis., over- and re-).			Use the passive voice (eg. The pyramid was built by the teachers). Use the subjunctive form. (eg. If they were to come He requested that I be present throughout.)	