<table>
<thead>
<tr>
<th>Level</th>
<th>Sentence structure</th>
<th>Punctuation</th>
<th>Organisation</th>
<th>Composition and effect</th>
<th>Spelling</th>
<th>Handwriting</th>
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<tbody>
<tr>
<td>1c</td>
<td>-Orally use meaningful words and phrases some of which express ideas in sentence like structures. -Can dictate simple sentence structure and attempt to replicate it in writing -writing may need mediation</td>
<td>-May use full stops at random (i.e. to mark the end of a line rather than the end of a sentence)</td>
<td>-Invent and dictate own compositions -Attempt writing for different purposes -mostly consistent spacing between words</td>
<td>-Writing conveys meaning through simple words and phrases -Begin to use story language orally in retelling or role play</td>
<td>-Some CVC words are spelt correctly -Phonetically plausible attempts at more complex words</td>
<td>-Some commonly used letters are spelt correctly but may be inconsistent in their size and orientation</td>
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<td>1b</td>
<td>-Use simple sentence structures in most writing -Writing can generally be understood without mediation</td>
<td>-Begin to show an understanding of how full stops are used - Some correct use of capital letters (writing starts with a capital letter)</td>
<td>- Invent own compositions, but writing may be disjointed -Beginning to use features of different forms, e.g. “Once upon a time” for a story, “at the weekend “ for a recount</td>
<td>- An awareness of topic is evident -Retell a story to a scribe using story language</td>
<td>- Most common regular words and CVC words are spelt correctly -Phonetically plausible attempts at more complex words</td>
<td>- Most letters are clearly formed and correctly orientated -writing is consistently on the line</td>
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<tr>
<td>1a</td>
<td>-Use simple sentence structures throughout writing -writing can be read without mediation</td>
<td>- Sometimes uses capital letters and full stops to punctuate a simple sentence</td>
<td>- Make organisational decisions about placing writing on a page e.g. lists, instructions and stories</td>
<td>- Begin to use story language in writing - Begin to write simple recounts -Writing draws more on the characteristics of spoken language than written language -clear understanding of topic</td>
<td>- Most common regular words and CVC words are spelt correctly -Phonetically plausible attempts at more complex words -Some high frequency words spelt correctly</td>
<td>- Letters are usually correctly formed and orientated</td>
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</table>
| 2c  | -Begin using ‘and’ and ‘but’ to link two sentence structures  
-Resembles spoken rather than written language- pronouns and simple verbs may be repeated  
-no mediation needed  
  | -Some correct use of punctuation (Capital letter and full stop to punctuate some simple sentences, often at the beginning of a piece of writing)  
  | -Write stories and recounts with simple beginning, middle and end  
-Begin to develop ideas in short sections  
-Understand presentational features in non-narrative e.g. sequence of events in instructions  
  | -Writing communicates meaning beyond a simple statement  
-Write simple recounts linked mainly chronologically  
-Use some ‘lively’ vocabulary from shared texts  
-Begin to use vocabulary suitable for text type  
  | -Common words are spelt correctly  
-Use phonic strategies and graphic knowledge to attempt to spell unfamiliar words  
-Recall some visual patterns  
  | -Form all lower case letters correctly |
| 2b  | -Begin to start sentences in different ways (vary sentence structures)  
-use simple and compound sentence structures  
-Connectives other than ‘and’ and ‘but’ are used e.g. so, because, then (simple connectives may be repeated at this level)  
  | -Use capital letters and full stops correctly in several sentences  
- Begin to use question marks and exclamation marks appropriately  
  | -Begin to add some story elements e.g. character and setting descriptions to the structure  
-Begin to use some organisational features of non-narrative text structures e.g. diagrams, labelling, instructions, listing and sequencing  
  | -Write with consistency in meaning  
-Begin to use ‘interesting’ words  
-Use simple noun phrases  
-Vocabulary is appropriate to the subject matter  
  | -Spell monosyllabic words correctly  
-Know main spelling choices for each vowel phoneme  
-Demonstrate awareness of visual spelling patterns and letter strings  
  | -Upper and lower case letters not missed within words  
Ascenders and descenders distinguished |
| 2a  | -Show consistency in the use of the 1st/3rd person and verb tense  
-Begin to use a wider range of connectives (e.g. because, when, next, after and before)  
  | -Use full stops, capital letters, questions marks and exclamation marks with increasing accuracy  
-Begin to use commas in a list  
  | -Include story elements and detail  
-Write mainly chronological sequence of events with some evidence of a beginning, middle and end (may be short)  
-Characteristics of chosen non-fiction form are evident e.g. structure, layout, specific language  
  | -Writing shows some awareness of the reader  
-Choose vocabulary and include detail for effect  
-Sufficient detail is given to hold the reader’s interest  
-Ideas and events are clearly linked  
  | -Spell two syllable words correctly  
-Use ‘-ed’ correctly on past tense verbs e.g. dropped  
-Spell all the high frequency words in Y1/2 list  
-Make phonetically plausible attempts at longer polysyllabic words  
  | -Begin to join letters |
| 3c | Begins to use subordination (other than 'because' and 'when'), e.g. *If, so, while, though and since.*  
- Continues to use other time adverbials such as *if, so, while, though,* and *since.*  
- Begins to vary sentence structures.  
- Full stops and capital letters to demarcate sentences are mostly accurate.  
- Capital letters are not always used for proper nouns.  
- Accurate use of commas in a list.  
- Events are organised into a beginning, middle and end.  
- In non-fiction, begin using basic structure e.g. introductory and concluding sentences.  
- Initial part of the writing is well organised and appropriately sequenced.  
- Writing shows some evidence of organisation, imagination and clarity.  
- Most attempts at polysyllabic words are phonetically plausible.  
- Handwriting is generally joined.  
- Letters are of an appropriate size, even and well formed. |}

| 3b | The basic grammatical structure of sentences is usually correct.  
- Well chosen words and phrases are used to connect ideas with sentences.  
- Verb tenses are mainly consistent and accurate.  
- Punctuation to mark sentences, full stops, question marks and exclamation marks is mostly accurate.  
- Begin to use apostrophe for possession and omission.  
- Capital letters are used correctly for proper nouns.  
- Sequences of sentences extend ideas logically.  
- Link between ideas generally maintained.  
- Consistently use simple past tense for narration and changes to simple present tense for dialogue.  
- Points are dealt with in a sensible order in non-fiction though coverage may be brief.  
- Writing shows a growing awareness of the reader.  
- Varied use of adjective and verbs for impact.  
- More imagination is shown by the inclusion of some details with the intention of creating interest or engaging the audience.  
- Connectives used to signpost new ideas.  
- Spelling of common polysyllabic words is usually accurate.  
- Spelling of most words contained within the Yr4 high frequency word list is accurate.  
- Handwriting is consistently joined and legible. |}

| 3a | Within sentences, subjects and verbs generally agree.  
- Pronouns are used to avoid repetition.  
- Sentence structures are becoming more varied and ambitious.  
- Punctuation to mark sentences is accurate and there is a growing awareness of punctuation within the sentence e.g. speech marks and commas.  
- Ideas are logically structured and the writing is drawn to a conclusion.  
- The main features of the chosen form are used appropriately.  
- Similar information is grouped together in sections.  
- Events are related to one another and are sometimes well paced.  
- More detailed descriptions of characters e.g. appearance, behaviour, feelings or motives.  
- Some evidence of viewpoint but this may not be maintained.  
- Appropriate language for specific text types e.g. technical language.  
- Some expansion of noun phrases and inclusion of adverbial phrases.  
- Words containing common polysyllabic words are spelt correctly.  
- *All common* polysyllabic words are spelt correctly.  
- A wider range of polysyllabic words are usually spelt correctly.  
- Handwriting is neat, legible and joined. |}
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<tr>
<th>4c</th>
<th>More imaginative ways are used to start sentences e.g. adverbial phrases. -Varied sentence structures (could include complex) -Tense choice usually appropriate.</th>
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<tr>
<td>4b</td>
<td>There is a greater use of grammatically complex sentences. -Full stops, capital letters, question marks and exclamation marks are used correctly. -Speech marks are used with growing accuracy. -There is more consistent use of punctuation within the sentence e.g. dashes, brackets, colons, semi colons.</td>
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<tr>
<td>4a</td>
<td>The writing has well chosen phrases, such as adverbial clauses and relative clauses. -Pronouns and tense are consistent throughout. -A range of simple and complex sentences are used to extend meaning.</td>
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<td>Level</td>
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<tr>
<td><strong>5c</strong></td>
<td>- Simple and complex sentences are used with control, sometimes manipulated to create specific effects</td>
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<td><strong>5b</strong></td>
<td>- A range of grammatical structures are used (e.g. adverbials to describe time and place) to vary the length and focus of complex sentences when creating specific effects</td>
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<tr>
<td><strong>5a</strong></td>
<td>- Sentence structure is varied with simple sentences and clauses manipulated effectively to provide contrast and achieve specific effects or emphasis (e.g. active/passive voice, past/present/future tense)</td>
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Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning and ideas are organised into paragraphs (This is the level description from the National Curriculum attainment targets).