Year 1 KS1 Writing Progression

Beginning **1b / 1b+**	Working towards **1w / 1w+**	Expected Standard **1S**	Greater depth **1S+**

Independent writing shows some features of the given text type when writing about personal experiences and those of others (real and fictional), writing about real events and writing poetry, however pieces may not always maintain form. The writer rehearses what they are going to write about and composes sentences orally before writing them. Sentences build short narratives, with some evidence of simple clauses. Spellings set out in Appendix 1 are mainly accurate including days of the week. The use of punctuation marks outlined in Y1 Appendix 2 is starting to develop. Letters and numbers are mostly formed accurately. Writing is read out loud to check it makes sense.
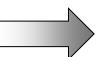
Beginning 1b / 1b+

- **C1E** When writing about personal experiences and real events, the writer can talk about what they are going to write about.

- **GP1E** Writing demonstrates single simple sentences.

- **GP1E** There is some evidence of playing with punctuation marks.

- **S1E** Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1).

- **H1E** Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.
- **H1E** Capital letters and digits 0 to 9 are mostly formed and orientated accurately.

- **C1E** The writer reads out loud to check it makes sense and changes made with support.

Working towards 1w / 1w+

- **GP1M** Single clause sentences are sequenced to form short narratives.
- **GP1M** Some use of simple co-ordination is evident using *'and'* to join clauses.

- **GP1M** Beginning to punctuate sentences using capital letters and a full stops, question marks or exclamation marks.

- **GP1M** Capital letter for names of people, places, the days of the week, and the personal pronoun *'I'*.

- **S1M** Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 Appendix 1.
- **S1M** Days of the week are spelt accurately.
- *S1M* –s/-es is used for plurals and there is increasingly accurate use of the prefix *un-* and suffixes *–ing, -ed, -er, and –est* where no change is needed in the spelling of the root word. *[eg helping, helped, helper, eating, quicker, quickest].*

- **H1M** Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.
- **H1M** Capital letters and digits 0 to 9 are mostly formed and orientated accurately.
- **H1M** There is some consistency in the size and spacing of digits and letters throughout the writing.
- **H1M** Spacing between words is mostly appropriate.

- **C1M** Writing is read out loud to check it makes sense and some changes made independently.

Greater depth 1S+

- **C1D** Writing is beginning to demonstrate an understanding of features of different text types, with some independent choices being made accordingly.
- **C1D** Form is increasingly maintained across writing.

- **C1D** Some playing with punctuation and grammar beyond their PoS is evident.

- **GP1D** The writer indepdently sustains ideas across short narratives.

- **GP1D** Competent use of co-ordination is evident in independent writing.
- **GP1D** The writer is realising that repetitive use of 'and' becomes boring for the reader.
- **GP1D** Writing shows some awareness of other words that can join clauses as drawn from their wider reader.

- **GP1D** Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions.

- **S1D** Spelling rules are beginning to be independently applied in their own writing with increasingly accuracy.

- **H1D** Lower case, capital letters and numbers are formed and orientated accurately. Consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is mostly appropriate.

- **C1D** Writing is checked and improved with independence.

ARE SUMMARY	**Composition**	**Grammar & Punctuation**	**Spelling**	**Handwriting**

Year 2 KS1 Writing Progression

Beginning 2b / 2b+	Working towards 2w / 2w+	Expected Standard 2S	Greater depth 2S+

Independent writing maintains form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. Ideas from their reading are directly drawn into their writing through magpie-ing. Well sequenced ideas form longer narratives. Adjectives, adverbs and expanded noun phrases are used to add description.   Appropriate use of present and past tense, including the progressive form to mark actions in progress throughout writing (eg have, had, will). Key words set out in Y1/2 Appendix 1 are spelt correctly and more complex spellings are phonetically plausible. Punctuation in Y1/2 Appendix 2 is mostly correct. Handwriting is legible with some joining. Writing is checked and improvements made.

Beginning 2b / 2b+

- **C2E** Writing uses some of features of the given text type and form is increasingly maintained.

- **C2E** Writing demonstrates mostly grammatically accurate sentences, sequenced to form longer narratives.
- **C2E** Use of noun phrases and adjectives add description with support.

- **GP2E** Writing demonstrates a variety of simple sentences and use of compound sentences.

- **GP2E** Is realising that repetitive use of 'and' becomes boring for the reader.

- **GP2E** Capital letters, full stops, question marks or exclamation marks demarcate most sentences and with scaffolding commas are used to separate items in a list
- **GP2E** There is some attempted use of apostrophes for contractions, which is not always successful.

- **S2E** Spellings set out in Y1 Appendix 1 are spelt accurately.
- **S2E** Writing demonstrates some use of the spelling rules set out in Appendix 1.

- **H2E** Lower case and capital letters are mostly formed and orientated accurately.
- **H2E** The consistency in the size and spacing is maintained through most of their writing.

- **C2E** Writing is checked for errors in spelling, grammar, punctuation and meaning and improvements being made with support.

Working towards 2w / 2w+

- **GP2M** Simple sentences are grammatically correct across a range of forms and functions (e.g. statements, questions, exclamations and commands).
- **GP2M** Writing shows co-ordination using *or/and/but* and subordination using *when/if/that/because.*
- **GP2M** Overall writing is starting to show features of written Standard English.
- **GP2M** Punctuation in line with Y1/2 Appendix 2 is mostly correct including:
  ○ capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries;
  ○ commas to separate items in lists;
  ○ apostrophes for some contracted forms and some singular possession in nouns.

- **S2M** GPCs, common exception words and contractions set out in Y1/2 Appendix 1 are spelt correctly.
- **S2M** Suffixes are used correctly to spell longer words, including *–ment, –ness, –ful, –less, –ly.*
- **S2M** More complex spellings are phonetically plausible.

- **H2M** Handwriting is legible.
- **H2M** Words are almost always appropriately and consistently spaced in relation to the size of the letters.
- **H2M** Lower-case letters are of the correct size relative to one another.
- **H2M** Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters.
- **H2M** Diagonal and horizontal strokes are beginning to be used to join letters.

- **C2M** Writing is checked for errors in spelling, grammar and punctuation and meaning with improvements then being made.

Greater depth 2S+

- **C2D** Writing demonstrate an understanding of a wider range of different text types, with some choices being made accordingly.
- **C2D** The writer independently maintains an appropriate form throughout longer pieces of writing.
- **C2D** Ideas from across their reading influence their writing.

- **C2D** Independent writing demonstrates a variety of correctly punctuated sentences with different structures and functions.
- **C2D** The present and past tense, including the progressive form, are correctly chosen independently and used consistently throughout writing.

- **C2D** Some playing with punctuation and grammar beyond their PoS is evident.

- **GP2D** The write is starting to independently demonstrate a range of more complex sentences and a blend of co-ordination and subordination to extend ideas in different ways.

- **GP2D** The use of common punctuation is accurate, including the use of apostrophes.

- **S2D** Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices.

- **H2D** Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.

- **C2D** Evaluation of the effectiveness of word choice, grammar and punctuation in their own writing leads to changes, often without prompting.

Year 3 KS2 Writing Progression

Beginning **3b / 3b+**	Working towards **3w / 3w+**	Expected Standard **3S**	Greater depth **3S+**

Independent writing effectively uses features of the given form and is appropriate to audience, purpose and context. Ideas from across their reading influence their writing. By adding detail, the writer brings settings and characters to life along with a coherent plot. Adverbs and prepositions enhance meaning and sentences are extended using a range of conjunctions. Paragraphs group related information in non-narratives. Spellings set out in Y3 Appendix 1 are mostly accurate, with spelling of more complex words being phonetically plausible. Puncutaion in line with Y3 Appendix 2 is almost always accurate, including some use of inverted commas. Handwriting is legible, including when joining. The writer can evaluate writing and suggest improvements.

Beginning 3b / 3b+

- **C3E** Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.

- **C3E** Plot, settings and characters from their own reading, or given structures are used as the basis of their own narrative writing.

- **C3E** In non-narratives, related information is starting to be presented together when scaffolded.

- **GP3E** Writing uses a range of sentences with different structures & functions.
- **GP3E** Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing.
- **GP3E** Tenses are chosen accurately and used consistently.
- **GP3E** Present perfect form is starting to be used when scaffolded (e.g. He has gone out to play vs. He went out to play).

- **GP3E** Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent.

- **S3E** Spellings for Y1 & Y2 in Appendix 1 are usually accurate and more complex spellings are phonetically plausible.
- Spelling demonstrates some understanding of prefixes. Use 'a' or **S3E** 'an' is accurate.

- **H3E** Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.

- **C3E** Writing is self-checked for errors in spelling, grammar and punctuation and meaning.
- **C3E** With support simple improvements to grammar and vocabulary in others' writing are suggested.

Working towards 3w / 3w+

- **C3M** In narratives, simple settings, characters are independently created along with a coherent plot.
- **C3M** Direct speech is used in a simple way.

- **C3M** In non-narratives, paragraphs are beginning to be used to group information and related material.

- **GP3M** Sentences with more than one clause are increasingly evident, using a wider range of conjunctions *(e.g. when, if, because, although).*
- **GP3M** Adverbs *(e.g. then, next, soon, therefore),* or prepositions *(e.g. before, after, during, in, because of)* enhance sentence meaning.
- **GP3M** Tense choice is accurate and maintained.
- **GP3M** Where appropriate the present perfect is used instead of the simple past.

- **GP3M** Common punctuation is almost always accurate.
- **GP3M** Some use of inverted commas is used indicate direct speech.

- **GP3M** Some grammar errors are self-corrected at the redrafting stage.

- **S3M** Common exception words set out in Y3 Appendix 1 are spelt correctly
- **S3M** More complex spellings are phonetically plausible or linked to taught word **S3M** families *(e.g. solve, solution, solver, dissolve, insoluble).*
- **S3M** The formation of nouns using a range of prefixes is usually correct *(e.g. super–, anti–, auto–).*

- **H3M** Handwriting is legible with increasing consistency when joining.

- **C3M** Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.

Greater depth 3S+

- **C3D** Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.

- **C3D** In narratives, plot, settings and characters are successfully created in more creative ways, supported well by character dialogue.

- **C3D** In non-narratives, paragraphs are used effectively to group information and related material to aid cohesion.

- **C3D** Some playing with grammar and devices beyond their PoS is evident.

- **GP3D** Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.
- **GP3D** Writing shows conscious independent choices around adverbs and prepositions for particular effect.
- **GP3D** Writing maintains tense, with the writer independently switching tense where appropriate (e.g. flashback).

- **GP3D** Use of common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " ", " " John shouted)

- **S3D** Spelling is mostly accurate, including that of more ambitious vocabulary choices.

- **H3D** Handwriting is increasingly legible and consistent, including fluent joining.

- **C3D** Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.

Year 4 KS2 Writing Progression

Beginning **4b / 4b+**	Working towards **4w / 4w+**	Expected Standard **4S**	Greater depth **4S+**

Independent writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows increasing cohesion. Detail adds interest for the reader, including use of fronted adverbials and sentences with more than one clause. Spelling in increasingly accurate in line with Y3/4 Appendix 1. Tenses are maintained and common punctuation as set out in Y3/4 Appendix 2 is accurate. Paragraphing is used to group ideas. Spelling, punctuation and grammar errors are often self-corrected at the re-drafting stage.

Beginning 4b / 4b+

- **C4E** Writing effectively uses features of the given form and is appropriate to audience, purpose and context.

- **C4E** In narratives increasingly detailed settings, characters are created around a coherent plot.
- **C4E** Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion.

- **C4E** In non-narratives, paragraphs group related information.
- **C4E** With support further devices are used to aid presentation of information.

- **GP4E** Basic grammar is accurate, but sometimes reflects local spoken forms.
- **GP4E** Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.
- **GP4E** A range of word and phrase choices enhance meaning and avoid repetition.
- **GP4E** Tenses are chosen accurately and used consistently.
- **GP4E** Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes and inverted commas). Corrections are made with support.

- **S4E** Spellings set out in Y1-Y3 Appendix 1 are usually accurate, with more complex spellings are phonetically plausible.
- **S4E** There is some evidence of root words being used to spell longer words.
- **S4E** Homophones are sometimes confused.

- **H4E** Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined.

- **C4E** Writing is self-checked for errors in spelling, grammar and punctuation and meaning.
- **C4E** With support simple improvements to ideas and content in others' writing are suggested.

Working towards 4w / 4w+

- **C4M** In narratives, more detailed settings, characters are created along with a coherent plot.
- **C4M** Conjunctions, adverbs and prepositions are used to express time, place or cause.
- **C4M** Fronted adverbials add detail.
- **C4M** Paragraphs are used to group related ideas.
- **C4M** In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.

- **GP4M** Basic grammar is accurate reflecting written Standard English instead of local spoken forms.
- **GP4M** Use of plurals *(-s/es)* and possessive apostrophe is mainly accurate.
- **GP4M** Writing often demonstrates a range of conjunctions, including *when, if, because & although*, to write sentences containing more than one clause.
- **GP4M** Noun or pronouns are used to add clarity and cohesion or avoid repetition.
- **GP4M** Fronted adverbials are used accurately.
- **GP4M** Tense choice is accurate and maintained. Tenses change where appropriate.

- **GP4M** Common punctuation in line with Y3/4 Appendix 2 is accurate, including:
  - Commas after fronted adverbials;
  - Punctuation of direct speech.
- **GP4M** Grammar errors are often self-corrected at the redrafting stage.

- **S4M** Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.
- **S4M** Possessive apostrophe is used accurately in words with regular plurals *[eg girls', boys']* and in words with irregular plurals *[eg children's]*.

- **H4M** Handwriting is increasingly legible and consistent, including fluent joining.

- **C4M** Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.

Greater depth 4S+

- **C4D** Writing demonstrates a deep understanding of a range of taught text types, with appropriate choices being made independently as to form, audience, purpose and context.
- **C4D** Writing maintains an appropriate form and cohesion throughout, including writing across the curriculum.

- **C4D** In narratives detailed description and strong word choices add detail and create atmosphere.
- **C4D** Independent use of effective paragraphing adds cohesion and aides the reader.

- **C4D** Non-narratives are structured in a logical way, ensuring cohesion across the piece.
- **C4D** Well-chosen detail and presentation engages the reader throughout.

- **C4D** Some playing with grammar, devices and structure beyond their PoS is evident.

- **GP4D** Grammar is accurate reflecting written Standard English.
- **GP4D** Word and phrase choices, including competent use of fronted adverbials, bring the writing to life.
- **GP4D** Writing demonstrates fluent use of common punctuation.

- **S4D** Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.

- **H4D** Handwriting is legible and consistent, including fluent joining with increasing speed.

- **C4D** Constructive evaluation is backed by reasons for their suggestions.

Year 5 KS2 Writing Progression

Beginning **5b / 5b+**	Working towards **5w / 5w+**	Expected Standard **5S**	Greater depth **5S+**

Independent writing demonstrates understanding of a range text type; maintaining form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context. Ideas are developed, including use of relative clauses. Tenses are appropriate and sustained. Spelling is accurate in line with Y5 Appendix 1. A range of punctuation is used accurately as set out in Appendix 2. Devices are used to build cohesion within paragraphs and across the whole piece, including tense choice. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.

Beginning 5b / 5b+

- **C5E** Writing demonstrates an understanding of a range of taught text types.
- **C5E** Writing is appropriate to audience, purpose and context, and shows cohesion.
- **C5E** Structure and organisation is starting to be informed purpose and context with support.

- **C5E** In narrative writing settings, characters and plot are created successfully.
- **C5E** Ideas are linked within paragraphs (e.g. then, after, later)

- **C5E** With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader.

- **GP5E** Basic grammar is accurate reflecting written Standard English instead of local spoken forms.
- **GP5E** Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description.
- **GP5E** A range of sentences containing more than one clause is used.
- **GP5E** Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.

- **GP5E** Punctuation is mostly accurate.
- **GP5E** Some use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is sometimes accurate, but not always secure.

- **S5E** Spelling in line with Y1-Y4 of Appendix 1 is usually accurate.
- **S5E** A range of strategies are used to spot possible inaccuracies in their spelling.

- **H5E** Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.

- **C5E** Writing is self-checked for errors in spelling, grammar and punctuation and meaning.
- **C5E** With support simple improvements to structure and organisation of others' writing are suggested.

Working towards 5w / 5w+

- **C5M** In narrative writing settings, characters and plot are created successfully.
- **C5M** Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (*e.g. later, nearby*)

- **C5M** In non-narrative writing a range of further organisational and presentational devices are used to structure text *(e.g. headings, bullet points, underlining).*
- **C5M** Ideas are linked across paragraphs.

- **GP5M** Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
- **GP5M** Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
- **GP5M** Relative clauses successfully add detail and description.
- **GP5M** Adverbs and modal verbs indicate degrees of possibility *(e.g. perhaps, surely, must, could).*
- **GP5M** Fronted adverbials are used to vary sentence structure.
- **GP5M** Tense choice and other devices build cohesion within and across paragraphs *(e.g. he had seen her before).*

- **GP5M** The range of punctuation set out in Y5 Appendix 2 is used accurately, including:
  - commas after fronted adverbials;
  - possessive apostrophes for plural nouns;
  - punctuation of direct speech.

- **S5M** Spelling in line with Y5 Appendix 1 is usually accurate, including further homophones and those which use common pre-fixes and suffixes.
- **S5M** Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.

- **H5M** Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed.

- **C5M** Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.

Greater depth 5S+

- **C5D** The writer independently uses varied and rich vocabulary and a range of sentence structures.
- **C5D** Structure and organisation of writing is carefully chosen to reflect audience, purpose and context,

- **C5D** Across a range of genres rich settings, atmosphere, characters and plot are created successfully and consistently.

- **C5D** In non-narrative writing demonstrates well-chosen devices to present information and guide the reader.

- **C5D** The writer demonstrates great awareness of shaping paragraphs.

- **C5D** Some playing play with grammar, devices and structure beyond their PoS is evident.

- **GP5D** The writer demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.

- **GP5D** The writer demonstrates fluent and appropriate use of punctuation, including some attempts to create effect.

- **S5D** Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules.
- **S5D** Any spelling errors are generally self-corrected during proof reading.

- **H5D** Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.

- **C5D** Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation.

Year 6 KS2 Writing Progression

Beginning 6b / 6b+	*Working towards 6w / 6w+*	*Expected Standard 6S*	*Greater depth 6S+*

Independent writing across a range of purposes and audiences demonstrates selection and use of suitable forms. Writing maintains form and shows cohesion. Writing shows appropriate choices of grammar and vocabulary to clarify and enhance meaning. Structure and organisation of writing is informed by its audience, purpose and context. The writer expands and develops ideas to add depth using a range of strategies. In non-narrative writing a range of devices help guide the reader. Spelling in line with Appendix 1 is accurate and a range of punctuations as outlined in Appendix 2 is mostly accurate. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.

Beginning 6b / 6b+

- **C6E** Writing demonstrates understanding of a range text type. Writing maintains form and shows cohesion.
- **C6E** Writing uses progressively varied and rich vocabulary and a range of sentence structures.
- **C6E** Structure and organisation of writing is informed by its audience, purpose and context.
- **C6E** In narrative writing settings, characters and plot are created successfully.
- **C6E** Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)
- **C6E** In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.

- **GP6E** Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
- **GP6E** Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
- **GP6E** Relative clauses successfully add detail and description.
- **GP6E** Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could).
- **GP6E** Fronted adverbials are used to vary sentence structure.
- **GP6E** Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).
- **GP6E** A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.

- **S6E** Spellings set out in Y1-Y5 Appendix 1 are accurate, including common homophones and those which use common pre-fixes and suffixes.
- **S6E** Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.

- **H6E** Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.
- **H6E** However this is not always maintained when writing at efficient speed.

- **C6E** Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.

Working towards 6w / 6w+

- **C6M** In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
- **C6M** Appropriate choice of tense supports whole text cohesion and coherence.

- **C6M** In non-narratives, a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
- **C6M** When required, longer passages are précised appropriately.
- **C6M** Expanded noun phrases are used to convey complicated information concisely.

- **C6M** Paragraphs develop and expand some ideas, descriptions, themes or events in depth.
- **C6M** A range of cohesive devices link ideas within and across paragraphs *(including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).*

- **GP6M** Across writing vocabulary and grammatical choices suit both formal and informal situations.
- **GP6M** Relative clauses beginning with *who, which, where, when, whose, that or with* are used to clarify and explain relationships between ideas.
- **GP6M** The perfect form of verbs marks relationships of time and cause.
- **GP6M** Modal verbs and adverbs are used to indicate degrees of possibility.
- Passive verbs are used to affect the presentation of information.

- **GP6M** Common punctuation is used accurately, including:
  - Commas and hyphens to avoid ambiguity;
  - Brackets, dashes or commas to indicate parenthesis;
  - Commas to clarify meaning or avoid ambiguity;
  - Colons to introduce lists and semi-colons to separate items within lists;
  - Consistent punctuation of bullet points is consistent.

- **S6M** Spelling in line with Y5/6 Appendix 1 is accurate, including most words with silent letters, further homophones and other words often confused.

- **H6M** Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.
- **H6M** Some choices are made about shape, size and joining to reflect the purpose of the text.

- **C6M** Effectiveness of own and others' writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.

Greater depth 6S+

- **C6D** Indpendent writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect.
- **C6D** Judicious choices of grammar and vocabulary manipulate meaning for the intended effect.
- **C6D** Structure and organisation of writing is informed by its audience, purpose and context.

- **C6D** The writer demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.

- **C6D** Writing shows conscious control of paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect.
- **C6D** Overall cohesion is demonstrated through the deliberate manipulation of a range of well-chosen devices for effect.

- **GP6D** Clauses are manipulated to emphasise relationships between complex ideas or to convey information succinctly.
- **GP6D** Subjunctive mood is used where appropriate, to suit both formal and informal situations.

- **GP6D** A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.
- **GP6D** Punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions.

- **S6D** All aspects of writing transcription: spelling at the above national standard are embedded.

- **H6D** Legible, fluent handwriting is consistently maintained when writing at sustained, efficient pace.

- **C6D** Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.