



Composition: Sentences

Use simple, compound and complex sentences (fronted subordinate clauses)
Effective use of statements, questions, exclamations and commands
Use a range of conjunctions (and, but, or, so, when, if, that, because, before, after, while)
Use precisely chosen expanded noun phrases to describe people, objects and settings e.g. glittering diamond (drawn from reading)
Use simple similes
Use prepositions
Use a or an according to vowel / consonant sounds
Use verb tenses mostly accurately (present perfect, past, present, progressive)
Use adverbs to qualify verbs (variety of time, place, manner and cause)
Use pronouns to extend and link sentences

Punctuation

Use full stops mostly accurately to demarcate sentences
Use capital letters mostly accurately, including for proper nouns
Use question marks mostly accurately
Use commas mostly accurately to separate items in a list
Use exclamation marks mostly accurately
Use an apostrophe for some omissions (contractions)
Indicate possession by using the possessive apostrophe for singular nouns
Punctuate simple direct speech accurately using speech marks

Composition: Narrative

Can write narrative with a clear beginning, middle and end
Use interesting and varied vocabulary to describe setting and characters
Begin to use paragraphs for changes in time and place

Composition: Non-Fiction

Use simple organisational devices e.g. headings and subheadings
Write a clear introduction.
Paragraphs are organised around a key theme
Write a concluding statement or summary.

Composition: Editing

Check own writing against genre success criteria
Proofread to check for spelling errors using a dictionary
Proofread to check for missing punctuation
Read peers' writing and suggest improvements
Propose changes to grammar and vocabulary to improve consistency

Spelling

Spell Y1/2 extended code words
Spell some of the words from Year 3/4 word list
Prefixes from English Appendix 1 are spelt and used correctly (refer to curriculum map)
Suffixes from English Appendix 1 are spelt and used accurately (refer to curriculum map)
Use homophones mostly accurately

Handwriting

Clear differentiation between ascenders and descenders
Handwriting is neat and legible
Some attempt to join letters appropriately
Use joined handwriting throughout their independent writing with consistency