

Secure	Write for a range of purposes and audiences	Begin to use common co-ordinating conjunctions (but, so)
		Use simple noun phrases <i>A huge, scary monster. A brilliant day out.</i>
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Begin to demarcate sentences using question marks
	Write sequences of linked sentences	Generally use the present and past tense accurately
Developing		Use 'and' to join simple sentences <i>I went to the park and I played on the slide.</i>
	Sequence sentences to form short texts e.g. <i>short stories from retelling, simple non-fiction texts</i>	Use a capital letter for proper nouns
		Join words using 'and' e.g. <i>I bought sweets and cakes and toys.</i>
		Demarcate most sentences using a capital letter
Emerging		Demarcate most sentences using a full stop
	Write sentences and read aloud what they have written to check that it makes sense	Begin to punctuate a sentence with a capital letter and full stop
	Orally rehearse sentences before writing	Separate words with spaces
1	WRITING COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION

Secure	Write for a range of purposes and audiences based on personal experiences and high quality texts <i>stories, diaries, letters, instructions, reports, recounts, persuasive posters and letters, poetry</i>	Use exclamation marks as an indication to the reader <i>The dragon was huge! It was great fun!</i>
		Use apostrophes for singular possession <i>Katy's bike. The teacher's desk.</i>
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Use apostrophes for contractions <i>don't, can't, won't, didn't</i>
	Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Use commas in lists <i>The dragon was big, scary and dangerous.</i>
	Read their writing aloud with intonation to make the meaning clear	Accurate verb/tense and subject/verb agreement.
	Consider what they are going to write by writing down ideas and/or key words, including new vocabulary	Begin to demarcate sentences using exclamation marks
	Use a variety of simple, compound and complex sentences	Use subordination (when/if/that/because) to add extra information <i>Emily Brown was fed up because she couldn't get to sleep.</i>
Developing	Use sentences with different forms: exclamations	Use a variety of simple pronouns <i>her, she, the girl, Lucy</i>
		Use the present and past tenses correctly and consistently
		Use question marks accurately
		Use noun phrases to describe and specify <i>A huge, scary monster. A brilliant day out.</i>
Emerging	Use sentences with different forms: questions	Consistently use common co-ordinating conjunctions (and, but, so)
	Use sentences with different forms: statements	Use full stops and capital letters consistently
2	WRITING COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION

Secure	Write for a range of purposes and audiences based on personal experiences and high quality texts <i>narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, instructions</i>	Use apostrophes for singular possession
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Use a range of subordinating connectives accurately to form a variety of complex sentences <i>although, while, as, because</i>
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary	Begin to use commas to separate main and subordinate clauses <i>Although the dragon was dangerous, she decided to rescue the prince.</i>
	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	
	Use paragraphs to group related ideas	Use a range of adverbs, conjunctions and prepositions for cause <i>as, because, so, which</i>
Developing	Create plots in narratives with a clear opening, build up, dilemma, resolution, ending	Use a range of adverbs, conjunctions and prepositions for place <i>under, above, along, on, between, across</i>
	Proof-read and edit their writing	Use commas in list
	Use a range of organisational features in non-fiction <i>headings and sub headings, columns, logical sequencing, captions</i>	Demarcate direct speech with inverted commas (speech marks) Use verb tenses correctly and consistently
Emerging	Create settings that are appropriate for the type of story/effect <i>stories set in space, the jungle, a new world; create mystery, suspense, humour</i>	Use a or an correctly Use a range of adverbs, conjunctions and prepositions for time <i>later, next, soon, after, before</i>
	Describe characters in narratives	Use a range of coordinating connectives accurately to form a variety of compound sentences <i>but, so, yet,</i>
		Use apostrophes for contractions
		Use nouns and pronouns to aid cohesion e.g. <i>Tom ran...he felt...the lad was exhausted</i>
		Use capital letters, full stops, question marks, exclamation marks, commas
3	WRITING COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION

Secure	Write for a range of purposes and audiences based on personal experiences and high quality texts narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, instructions, poetry	Write complex sentences with the subordinate clause at the start and at the end of the sentence Although it was terrifying, we set off on our dangerous quest. We set off on our dangerous quest, although it was terrifying.
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Use inverted commas and other punctuation accurately to mark speech Use of supporting commas, !, ?
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary	Use commas after fronted adverbials
	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	
	Use paragraphs to organise ideas around a theme across the text	Secure use of commas to separate main and subordinate clauses
Developing	Proof-read and edit their writing	Use fronted adverbials for time, manner and place Time: Later that morning, they attacked the dragon. Manner: With fear in their eyes, they attacked the dragon. Place: Under the drawbridge, they attacked the dragon
	Control the use of standard and non-standard English correct subject/verb agreement (we were, I did) formal language where needed; use of contractions or abbreviations e.g. Back from holiday. Have lots to tell you!	Use possessive pronouns hers, theirs, ours, yours, mine
	Develop settings linked to the genre and intended effect Describe impact of setting on characters	Use noun phrases expanded with modifying adjectives A terrifying dragon with razor-sharp teeth
Emerging		Identify main and subordinate clauses
	Develop characters in narratives Show not tell, describing characters through their actions, use of dialogue; dialect	Use noun phrases expanded with prepositional phrases The cottage in the middle of the woods Use apostrophes for plural possession its (possession) it's (it is) It was the boy's ball. (1 boy) It was the boys' ball. (2 or more boys)
4	WRITING COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION

Secure	Write for a range of purposes and audiences based on personal experiences and high quality texts narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry	Link ideas across paragraphs using adverbials of time, place and quantity
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Use a range of punctuation (commas, colon, semi-colon)
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary	Begin to use semi colons to separate main clauses
	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear	
Developing	Proof-read and edit their writing in detail	Use relative pronouns who, which, where, when, that, whose
	Effective use of organisational features in fiction and non-fiction balancing action, description and dialogue; balancing fact and opinion; bullet points, tables, charts, diagrams	Use embedded clauses Tom knew, as he stared into the darkness, that his fate was sealed.
	Develop settings and atmosphere in detail e.g. links between the place, weather, time, characters' reactions	
	Develop characterisation by drawing on their reading description, actions, thoughts, motives, back story, others' reactions to them	To use commas throughout writing to aid cohesion and understanding
Emerging	Use a range of cohesive devices within paragraphs repetition for effect, tense, pronoun chains, connectives,	Indicate degrees of possibility using Modal verbs could, would, should, may, might, will
	Use a range of devices between paragraphs fronted adverbials, repetition for effect, tense	Indicate degrees of possibility using adverbs perhaps, surely, possibly, certainly
		Use commas to separate main and subordinate clauses As he stared into the darkness, Tom knew his fate was sealed. Tom knew his fate was sealed, as he stared into the darkness.
	Write with appropriate levels of formality for audience and purpose	Use subordinate clauses at the beginning and middle of a sentence consistently
5	WRITING COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION

Secure	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader <i>narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry</i>	Use a range of punctuation (hyphen, semi-colon, dashes, ellipsis, parenthesis and brackets)
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary	Use colons to mark independent clauses
	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear	To be able to use formal/informal question tags according to the audience <i>You don't want the forests to die, do you? You're right - aren't you?</i>
	Use a range of devices to build cohesion within and between paragraphs <i>repetition, adverbials, ellipsis, referencing, noun/pronoun chains</i>	
	Manipulate and control the use of non-fiction language features <i>technical vocabulary; rhetorical questions; passive voice</i>	
	Manipulate and control the use of organisational features	
Developing	Use a range of figurative language <i>similes, metaphor, personification, allusion, idioms</i>	Use passive voice to create a formal tone <i>The operation is conducted by the surgeon...</i>
	Proof read, edit and evaluate in detail	Use passive voice to create empathy or suspense <i>Katie had been trapped... The bag had been stolen...</i>
	Manipulate and control the use of narrative language features <i>language to control time and pace, repetition for effect, power of three, passive voice, dialect</i>	Use semi colons to mark independent clauses <i>The creature was most surprising; I had never seen anything like it.</i>
Emerging	Use and evaluate the use of figurative language (simile, multi-sensory and metaphor)	Use expanded noun phrases across their writing to convey complicated information precisely <i>Numerous fish can be found in the world's oceans. The creature had a pointed spike on the end of it's poisonous-looking tail.</i>
	Use dialogue to convey character and advance the action	
	Develop settings, characters and atmosphere in detail	
6	WRITING COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION

Writing

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