

# Kingsgate Primary School

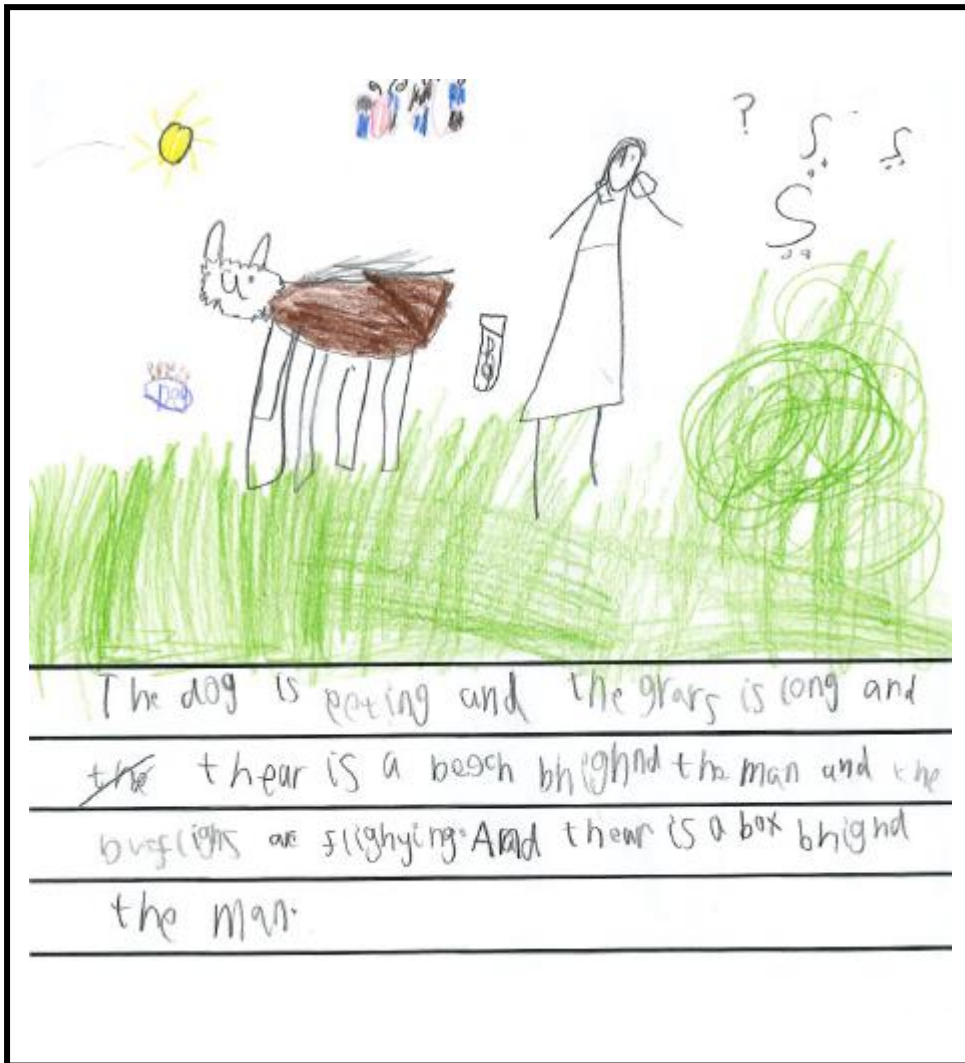
## Writing Progression and Exemplification



March 2019

Nursery		
End of term expectations (Autumn)	End of term expectations (Spring)	End of term expectations (Summer)
<ul style="list-style-type: none"> <li>• Uses and enjoys mark making materials</li> <li>• Shows control in mark making</li> <li>• Understands print carries a message</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the difference between letters, numbers and symbols</li> <li>• Ascribes meanings to marks that they see in different places</li> <li>• Understands spoken message can be written</li> </ul>	<ul style="list-style-type: none"> <li>• Produce some recognisable letters</li> <li>• Attempt to 'write' things</li> <li>• Recognises and copies own name</li> <li>• Ascribes meaning to own mark making (reads what has been written)</li> <li>• Can write single letters or groups of letters which represent meaning</li> </ul>

Reception		
End of term expectations (Autumn)	End of term expectations (Spring)	End of term expectations (Summer) ELG
<ul style="list-style-type: none"> <li>• Writes own name</li> <li>• Writes CVC words using the sounds they know</li> <li>• Voices thoughts before writing</li> <li>• Forms most letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Can hold and write a short sentence or phrase with adult support</li> <li>• Writes labels and captions</li> <li>• Uses texts viewed or heard as a stimulus for writing</li> <li>• Reads back what has been written</li> <li>• Is aware of spaces between words</li> <li>• Knows where to start writing (top left corner and return sweep)</li> <li>• Has an awareness of capital letters (eg. Name / start of sentence)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writes recognisable letters, most of which are correctly formed</b></li> <li>• <b>Spells words by identifying sounds in them and representing the sounds with a letter or letters</b></li> <li>• <b>Writes simple phrases and sentences that can be read by others.</b></li> </ul>

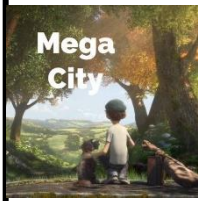


- Writes recognisable letters, most of which are correctly formed
- Spells words by identifying sounds in them and representing the sounds with a letter or letters
- Writes simple phrases and sentences that can be read by others.

Year 1			
	Beginning	Developing	Secure
Write imaginative and interesting texts with an understanding of their purpose	<p>Produces some simple words and phrases to express meaning related to the stimulus</p> <p>Writes simple sentences to describe, often in the form of list sentences</p>	<p>Is beginning to produce own ideas for writing but relies on the story/ stimulus</p> <p>Is beginning to show some awareness of purpose (<i>eg basic story, label, and message</i>) May retell stories rather than stick to the purpose of the text</p> <p>Uses the language and structure from the stimulus heavily</p>	<p>Produces ideas for writing (after a discussion) and refers to success criteria</p> <p><b>Says a complete sentence and holds it in their head to write down</b></p> <p>Writes simple texts such as lists, stories, explanations, letters and instructions</p> <p>Writing demonstrates an understanding of the features of different text types</p>
Organisation and paragraphs	<p>Organises pictures of the events in a story in the right order</p> <p>Writes some short sentences next to the pictures and to open and end a story. E.g. <i>Once upon a time, the end</i></p>	<p>Is beginning to write down their ideas in an appropriate order (<i>eg in time sequence</i>)</p> <p>Writes simple and sometimes repetitive sentences for stories</p>	<p>Writes ideas in the correct order (non-narrative genres) and sequences using <i>First, Next, Then...</i></p> <p>Beginning to make connections between ideas and events</p> <p>Uses phrases from traditional tales to indicate the start/ end of a text</p>
Sentence structure and grammar	<p>Uses simple words and phrases to communicate meaning. Often uses simple oral language patterns</p> <p>Sentence structures are basic and not always accurate</p>	<p>Writes simple sentences using sentence stems (This is a ...It has...)</p> <p>Writes using patterns and refrains</p> <p>Shows some control over word order</p> <p>Sometimes uses <i>and</i> to connect ideas. Sentences can be long with several 'ands'</p> <p>Occasionally uses other conjunctions to join ideas (<i>because, but</i>)</p>	<p>Writes simple and compound sentences</p> <p><b>Uses 'and' and is beginning to use other conjunctions with control (<i>because, but</i>)</b></p> <p>Still sometimes over relies on 'and'</p> <p>Varies some sentence openings, usually with adverbs of time (<i>First, Next After</i>)</p>
Choose appropriate	Uses simple repetitive	Sometimes uses	Uses simple adjectives

and effective vocabulary.	language and phrases	adjectives in simple sentences to describe size or colour ( <i>He saw a black cat</i> )	Uses vocabulary from word banks and stories
Punctuation	Sometimes uses capital letters and full stops to demarcate sentences  Writes their own name, and the names of their peers with a capital letter. Writes the pronoun 'I'	Beginning to use capital letters and full stops  Uses capital letters appropriately for person pronoun 'I'	<b>Sentences are mostly demarcated consistently with capital letters and full stops</b>  Some use of other end marks - exclamation and question marks may be evident  Uses a capital letters personal pronoun 'I' and for names
Spelling	Is secure in phase 4 phonics and applies the sounds and patterns taught in to their writing	Is working within phase 5 phonics and applies the sounds and patterns taught so far in to their writing  Is beginning to use alternative representations	Secure at phase 5 phonics  Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 1  Spells most of the Year 1 common exception words correctly
Handwriting	Needs some support for appropriate spacing between words  Sits at a table and holds a pencil comfortably and correctly	Most words are appropriately spaced  Ascenders and descenders are clear	<b>Forms letters correctly-lower case and capital letters</b>  <b>Uses finger spaces consistently</b>
Re reading and editing	Reads back simple sentences and makes changes to their writing with adult support  Most work can be read by an adult without the child's help ( <i>must be more than 1 simple statement</i> )	Checks writing makes sense by reading aloud sometimes with prompting  Makes changes to their writing following discussion or marking	Hears mistakes and words missed out when re reading their work.  Makes changes to their work

# 1 Beginning



The boy wase his name Jack  
his with his dog his  
go to get some mine  
a boy went outside to  
sing. \* these the sun  
sun-sun-nigang his dog is  
going to get a mabick  
to live and to get  
some mine to get but  
it wase drake and a  
little Brane came down.

The boy wase out side  
but Jack wase to Boo  
Wife is the dog run  
for is his dog is very  
happy  
\*so

- Produces some simple words and phrases to express meaning related to the stimulus
- Writes simple sentences to describe
- Sentence structures are basic and not always accurate
- Sometimes uses capital letters and full stops to demarcate sentences
- Most work can be read by an adult without the child's help (*must be more than 1 simple statement*)

# 1 Developing



Onco a upon a time  
der livt a Boy Cod  
bastr, he livt in a  
Siteree The por Boy Cletid  
Some maher to By a motor  
bil, wer he plaf Songs  
peepos poosh him he wax  
in pados. Den he ges  
LoC'ow mauni. Den he  
gos to the forist to By  
the motromic Den heg<sup>to eat</sup><sub>wif</sub>  
food

- Is beginning to write down their ideas in an appropriate order (*eg in time sequence*)
- Writes simple and sometimes repetitive sentences for stories
- Writes simple sentences using sentence stems (This is a ...It has...)- Den / Then
- Shows some control over word order
- Sometimes uses adjectives in simple sentences to describe size or colour (*He saw a black cat*) – *poor boy*
- Beginning to use capital letters and full stops
- Most words are appropriately spaced



## 1 Secure

One ~~st~~ story of my day there was  
a busker ~~called~~ called Jack and  
a pet dog called Harry. He  
plays music ~~to get~~ to get  
money. one day... he had  
enough money ~~for~~ for a  
motorbike. and then he  
had enough money for a  
motorbike! so so he went  
to ~~the~~ country to buy one.



- Says a complete sentence and holds it in their head to write down
- Writing demonstrates an understanding of the features of different text types
- Uses phrases from traditional tales to indicate the start/ end of a text
- Writes simple and compound sentences
- Uses 'and' and is beginning to use other conjunctions with control (*because, but*)- so
- Uses simple adjectives
- Sentences are mostly demarcated consistently with capital letters and full stop
- Some use of other end marks - exclamation and question marks may be evident
- Uses finger spaces consistently

## 1 Secure





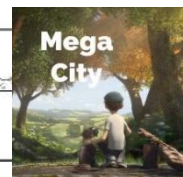
one sunny day there  
lived a busker, he was  
so poor he couldn't  
even eat because  
he keeps on busking,  
one day his money jar  
got full so he moved  
to a country. When he arrived  
to a country his companion  
got scared but when he  
touched it he was so  
happy.

Then the boy  
gave the dog a taste  
of yummy food and  
he was so happy.

- Says a complete sentence and holds it in their head to write down
- Writing demonstrates an understanding of the features of different text types
- Uses phrases from traditional tales to indicate the start/ end of a text
- Writes simple and compound sentences
- Uses 'and' and is beginning to use other conjunctions with control (*because, but*)- so
- Uses simple adjectives
- Sentences are mostly demarcated consistently with capital letters and full stop
- Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 1

## 1 Secure

once lived a boy  
named Jack and his  
dog Harry. they lived  
in a very big ~~bra~~  
brown ~~house~~ house. Jack  
made a song to get  
a motorbike. He sang  
and sang ~~at~~ children  
put lots of munny in.  
when Harry the ~~sluggish~~  
dog holdid the hat  
still Jack sang and he  
sang. when he had lots  
of munny Jack and  
Harry the sluggish dog  
thout they ~~could~~ could  
buy the motor bike.  
Then they gone to the  
field. Harry played and  
he played then he  
stooped to eat. They  
went to buy the  
motor bike the ~~end~~  
end.



- Writes narratives

- Quality of writing is sustained to the end
- Writing demonstrates a growing understanding of different text types
- Events are related within narratives
- Uses simple and compound sentences consistently, usually with verbs and adjectives where appropriate
- Uses other cohesive devices at the start of sentences or in the middle (*so*)- when
- Uses well chosen adjectives to add detail
- Spells with accuracy, showing an understanding of alternative representations and pronunciations
- Reads work to themselves, usually silently, and picks up on mistakes. Makes improvements independently

Year 2			
	Beginning (Y1 HA)	Developing	Secure
Write imaginative	Writes independently (may	Writes and shows an	Writes about real events,

and interesting texts for a purpose	<p>need some support of clear stimulus/ modelled writing/ word lists)</p> <p>Attempts to write across different text types and applies some features</p> <p>Sometimes writing still sounds like spoken language rather than written language</p> <p>Quality of writing is sustained until the end</p>	<p>understanding of a range of text types (reports, poems, narratives) using key features of the text types</p> <p>Provides enough information to interest the reader</p> <p>Writes at length (at least half a page of A4)</p>	<p>recording these simply and clearly</p> <p>Writes simple coherent narratives about personal experiences and those of others (First / third person)</p> <p>Adopts style of writing according to the text type and the purpose (E.g, Headings and sub headings for reports, descriptive language in narrative)</p> <p>Writes at least 1 side of A4 or more</p>
Organisation and paragraphs	<p>Draws pictures to show what they are going to write about</p> <p>Writing has an interesting beginning and end.</p> <p>Writing is usually structured on a sentence by sentence basis (<i>repeated nouns/pronouns relate to main idea</i>)</p> <p>Ideas and descriptions are elaborated on</p>	<p>Produces basic plans, adds key words and phrases</p> <p>Writing usually has a clear opening and ending</p> <p>Showing some awareness of linking ideas using strategies to create flow (next, then, also)</p>	<p>Plans using notes, pictures, key words and phrases, and uses planning effectively</p> <p>Uses headings to organise non-fiction writing</p> <p>Links ideas using strategies to create flow (time words and conjunctions)</p> <p>Writing or ideas are grouped by content (may be paragraph like structures)</p>
Sentence structure and grammar	<p>Is beginning to write sentences in different forms (questions)</p> <p>Is beginning to think of different ways to start a sentence (not always using name or pronoun)</p> <p>Shows some understanding of tense but it may not always be consistent</p>	<p>Writes a range of sentences: – simple and compound (when / if), - statements and questions</p> <p>Uses present and past tense mostly correctly and consistently</p>	<p><b>Writes sentences using: when, if, that, because, and, or, but</b></p> <p>Shows evidence of subordination (E.g, using: when, if, that, because) and coordination (or, and, but)</p> <p><b>Writes using the four different types of sentences (statements, commands, exclamations and questions)</b></p> <p>Writes with a consistent tense including the progressive form (He is walking / She is running)</p>

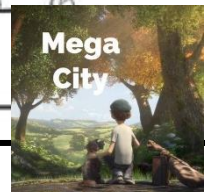
Choose appropriate vocabulary	<p>Chooses words that relate to the topic</p> <p>Uses adjectives to describe characters and settings over a range of pieces of writing</p>	<p>Chooses words carefully that are related to the topic</p> <p>Uses adjectives in pairs to describe , but may not add more detail (<i>The big, large elephant...</i>)</p>	<p>Some evidence of using and changing words and phrases for effect</p> <p><b>Uses adjectives and noun phrases to add more detail (The small scruffy dog...)</b></p>
Spelling	<p>Segments spoken words into phonemes and representing these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 2</p>	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 2</p> <p>Spells many of the common exception words</p>	<p>Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 2</p> <p>Adds suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</p> <p>Spells most of the Year 2 common exception words correctly</p>
Punctuation	<p>Uses capital letters and full stops consistently</p> <p>Uses some other punctuation accurately (question marks, exclamation marks)</p> <p>Uses capital letters for place names, days of the week and for the personal pronoun ‘I’ mostly accurately</p>	<p>Uses full stops, capital letters, question marks, exclamation marks accurately.</p> <p>Uses some commas for lists and apostrophes for contracted forms (it’s, hadn’t) over a number of pieces of work</p>	<p><b>Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms mostly accurately across a number of pieces of work</b></p>
Handwriting	<p>Forms lower-case letters of the correct size relative to one another in some of their writing</p> <p>May start to join some letters</p>	<p>Uses spacing between words that reflects the size of the letters</p>	<p>Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Uses some diagonal and horizontal strokes needed to join some letters. Understands some letters are best un joined</p> <p>Does not join capital letters</p>
Re reading and	<p>Adds missing words to their</p>	<p>Evidence that work is</p>	<p>Re reads own work and</p>

editing	writing when they read it aloud  Re reads and corrects most basic punctuation	proof read and mistakes are corrected	makes simple additions, revisions and corrections to their own writing (checks and corrects tense)
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## 2 Beginning (Y1 HA)

In a dark city, there was a boy called Jake his companion <sup>was</sup> ~~with~~ a dog called Harry. He had a job it was being a busker Jake was playing his guitar. His gar was getting full and more full because in the first place he had little money now he had filled the gar, so he will take his companion dog Harry to go to the field and by the motorbike, And he did. Jake was playing fetch with his dog

Harry he rode it back to him. It was the sunniest field in the countryside.



ke spoken language rather than written language

- Writing has an interesting beginning and end.

*nouns/pronouns relate to main idea)*

- Is beginning to write sentences in different forms (questions)



- Is beginning to think of different ways to start a sentence (not always using name or pronoun)
- Shows some understanding of tense but it may not always be consistent
- Chooses words that relate to the topic
- Uses adjectives to describe characters and settings over a range of pieces of writing
- Uses capital letters for place names, days of the week and for the personal pronoun 'I' mostly accurately
- Segments spoken words into phonemes and representing these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 2
- Uses capital letters and full stops consistently
- Uses some other punctuation accurately (question marks, exclamation marks)
- Forms lower-case letters of the correct size relative to one another in some of their writing
- Adds missing words to their writing when they read it aloud
- Re-reads and corrects most basic punctuation

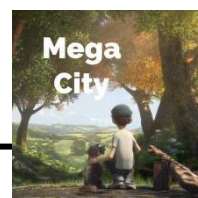
## 2 Developing

Once there was a boy called Jack  
he had a ~~fuffy~~<sup>fussy</sup> friend called Harry.  
He lived in a dark, cold city  
and it was allways raining and it  
was a terrible liveing there. ~~But~~  
Every day he allways play's his  
gutar ~~to save up for a beautiful~~  
~~lot~~ and he allways get's less  
money. He allways t s. ride to  
his bike home. ~~and it's isorst~~  
~~the~~ Jack & saved up for liveing  
in the contry side ~~that was~~  
that was his wish. ~~±~~ The  
Streits are allways crowed and  
People ~~pu~~ push ~~±~~ they were so rude.

So ~~one~~ day he saved hi up  
and he got ~~one more~~ one day  
he ~~afafend~~ lost of money.  
So then he lived in the ~~conttyside~~  
contryside. ~~he the fin finery the now~~  
Now he is so Happy that he  
~~dose not tve~~ dosent live there  
~~aney more~~ because it was  
~~±~~ so dark there. But now  
is it is sunny and it has ~~bet~~  
beautiful flower's and green  
grass and the tree's are  
t tall and green.

- Provides enough information to interest the reader
- Writes at length (at least half a page of A4)
- Writing usually has a clear opening and ending
- Showing some awareness of linking ideas using strategies to create flow (next, then, also)
- Writes a range of sentences: simple and compound (when/if), statements and questions
- Uses present and past tense mostly correctly and consistently
- Chooses words carefully that are related to the topic
- Uses adjectives in pairs to describe , but may not add more detail (*The big, large elephant...*)
- Uses capital letters and full stops accurately over a range of sentences, not just simple sentences
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 2
- Spells many of the common exception words
- Uses full stops, capital letters, question marks, exclamation marks accurately.
- Uses some commas for lists and apostrophes for contracted forms (it's, hadn't) over a number of pieces of work
- Uses spacing between words that reflects the size of the letters
- Evidence that work is proof read and mistakes are corrected

## 2 Secure



In a dark, cold city there was a boy called Jack who was a busker and his dog called Harry. Every rainy night they went to the street ~~to~~ and they sang and sang. Jack ~~wished~~ saved his money for his motobike. Every day he went to street and ~~sang~~ played his gitar and sang. But there were only few ~~w~~ ~~moni-moneys~~ coins inside his hat. When the months went by the jar was getting full. When the jar was full ~~of~~ of coins so he decided to by a motobike.

But he ~~fealt~~ wished to get out of the city because it was ~~dar~~ dark and cold. So he ~~decide~~ decided to not by a motobike ~~and~~ and use his money for going out ~~of~~ of the city and go to the countryside <sup>where it has green grass</sup> ~~because~~ because he ~~want~~ want to make Harry Harry happy.

with their friends and

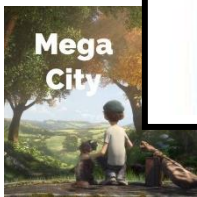
- Links ideas using strategies to create flow (time words and conjunctions)
- Writing or ideas are grouped by content (may be paragraph like structures)
- Writes sentences using: when, if, that, because, and, or, but
- Shows evidence of subordination (E.g, using: when, if, that, because) and coordination (or, and, but)
- Writes using the four different types of sentences (statements, commands, exclamations and questions)
- Writes with a consistent tense including the progressive form (He is walking / She is running)
- Some evidence of using and changing words and phrases for effect
- Uses adjectives and noun phrases to add more detail (The small scruffy dog...)
- Uses capital letters correctly within sentences
- Uses capital letters, full stops, question marks, commas for lists and apostrophes for contracted forms (it's, hadn't) mostly correctly
- Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 2
- Adds suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
- Spells most of the Year 2 common exception words correctly
- Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms mostly accurately across a number of pieces of work
- Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Uses some diagonal and horizontal strokes needed to join some letters. Understands some letters are best un joined
- Does not join capital letters
- Re reads own work and makes simple additions, revisions and corrections to their own writing (checks and corrects tense)



## 2 Secure

On  
On the rainy day a boy called Jake and his fluffy dog  
Harry lived in a far away city. When he started  
he got his violin and started to play his  
violin. Every day his dog comes to him and  
gives him money that he collected. Day after  
day Jake puts his money inside a big jar.  
When he got back from his work he went to  
rest for a moment with his dog.  
Jake dreamed about a nice, beautiful garden  
with a motor bike. His other dream was another  
house. Jake wanted a new house because he  
wanted a place for his dog. A few  
minutes later Jake got food for his dog Harry  
and him. Jake and Harry. After Jake and  
Harry finish their food they went to find

a nice, shiny, red, motor bike in the  
green wonderful garden.



- Links ideas using strategies to create flow (time words and conjunctions)
- Writing or ideas are grouped by content (may be paragraph like structures)

- Writes sentences using: when, if, that, because, and, or, but
- Shows evidence of subordination (E.g, using: when, if, that, because) and coordination (or, and, but)
- Writes using the four different types of sentences (statements, commands, exclamations and questions)
- Writes with a consistent tense including the progressive form (He is walking / She is running)
- Some evidence of using and changing words and phrases for effect
- Uses adjectives and noun phrases to add more detail (The small scruffy dog...)
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- Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms mostly accurately across a number of pieces of work
- Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Uses some diagonal and horizontal strokes needed to join some letters. Understands some letters are best un joined
- Does not join capital letters
- Re reads own work and makes simple additions, revisions and corrections to their own writing (checks and corrects tense)



## 2 Secure



In a small town ~~was~~ <sup>lived</sup> a young man called Jack and his ~~friend~~ <sup>funny</sup> friend Harry. Every boring day Jack and Harry go on their bike and go to the street to play his ~~guitar~~ <sup>guitar</sup> ~~guitar~~ (That is how he gets money!) It always rains and it feels like the sun never ~~comes~~ comes out. Jack and Harry never have a good sleep. They wake up very grumpy! After years and years of hard work, he finally filled it up. The next day he went to buy his motor-bike so he could go to the green, peaceful wild! In the calm and quiet country-side. Jack and Harry were full of joy. Jack gave Harry some <sup>food</sup>.

- Writes effectively and coherently for different purposes
- Draws on their reading to inform the grammar and vocabulary of their writing
- Sustains attention on writing for long periods
- Writing or ideas are grouped by content into paragraph like structures
- Uses subordination and coordination consistently
- Word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately
- Draws on reading to inform vocabulary
- Adds detail by using expanded noun phrases
- Uses capital letters, full stops, question marks, commas for lists and apostrophes for contracted forms (it's, hadn't) correctly
- Spells appropriately using the statutory sounds and strategies from English Appendix 1: Spelling – Year 2
- Spells the Year 2 common exception words consistently
- Uses capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms consistently across a wide range of writing
- Uses the diagonal and horizontal strokes needed to join some letters consistently
- Makes additions, revisions and corrections to their own writing across a range of work

	Beginning (Y2 WGD)	Developing	Secure
Write imaginative and interesting texts for a purpose	<p>Is familiar with a range of text types and adapts writing, drawing on their reading, to suit the type and purpose</p> <p>Writes about characters and settings within a clear and coherent narrative</p> <p>Writes effectively and coherently for different purposes</p>	<p>Produces work which is imaginative and clear across different text types</p> <p>Elaborates on information about events and characters (writing still might be reliant on model for the plot)</p> <p>Purpose is clear at the opening, may lose some clarity as text goes on</p>	<p>Produces clear, imaginative writing which is interesting to read across a range of text types</p> <p>Creates an appropriate setting, with characters and a clear plot (may draw on some elements of model / stimulus)</p> <p>Writes with a clear audience and purpose in mind</p> <p><b>Shows evidence of attention to the reader (eg elaboration, detail, adjectives etc)</b></p>
Organisation and paragraphs	<p>Plans in logical chunks that resemble paragraphs and is starting to write in 'chunks' that resemble paragraphs</p> <p>Uses headings to organise non-fiction writing</p> <p>Uses a range of time related words and phrases to sequence writing</p> <p>Uses headings to organise non-fiction writing Groups some writing or ideas by content (paragraph like structures)</p> <p>Links ideas using strategies to create flow (another thing, also, then)</p>	<p>Produces work that is organised through a series of linked sentences.</p> <p>Information is kept together in chunks that resemble paragraphs in non fiction writing</p> <p>Makes some attempt to place related points next to each other</p> <p>Develops and extends ideas logically in structured sentences (may be over detailed or brief)</p> <p>Beginning to understand what a paragraph is and shows evidence of this in writing (eg one sentence paragraphs, ideas loosely grouped)</p>	<p>Structures writing appropriately for the content</p> <p>Uses paragraphs in non fiction writing through sub headings and linked sentences</p> <p>Structures and organises narrative writing clearly into logical chunks and a series of linked sentences (not necessarily in paragraphs)</p> <p>Within sections / paragraphs, uses strategies to link ideas (also, quickly, another thing)</p>
Sentence structure and grammar	<p>Uses past and present tenses generally correctly</p> <p>Writes some sentences with more than one clause</p> <p>Uses a range of sentences over a range of text types</p>	<p>Uses past and present tenses generally correctly- may be the very occasional error</p> <p>Writes an increasing range of sentences with more than one clause</p> <p>Uses adverbs of manner, time and place</p>	<p><b>Uses the past tense and present tense correctly</b></p> <p>Writes a range of sentences with more than 1 clause</p> <p><b>Uses conjunctions, adverbs and prepositions to sequence and to</b></p>

	<p>Uses adverbs of manner</p> <p>Experiments with a range of sentence openers (First, Then, Next, After that, Also, Soon, Another thing)</p> <p>Uses conjunctions to link sentences (and, but, so, then, because, if)</p> <p>There is some variation in nouns and pronouns</p> <p>Uses detail to create effect, noun phrases are mostly expanded by adjectives</p>	<p>Uses sentences with different functions appropriately and is beginning to increase their range of sentences</p> <p>Beginning to use “a” and “an” according to whether the next word begin with a vowel</p> <p>Beginning to understand the relationship between nouns and pronouns</p> <p>Beginning to vary verbs</p>	<p><b>express time and cause</b> <b>Extends sentences using a wider range of conjunctions (when, because, if, while, after, also, as well)</b></p> <p>Uses “a” and “an” mostly accurately according to whether the next word begin with a vowel</p> <p>Chooses appropriate nouns and pronouns for cohesion</p> <p>Adds detail by the expansion of noun phrases before and after the noun and with adverbials</p>
Choose appropriate vocabulary	Uses some interesting and ambitious words, drawing on wider reading and own experiences	Beginning to choose some words because I know they have an effect on the reader	Uses ambitious word choices that are carefully chosen to add detail and to engage the reader
Punctuation	Uses capital letters, full stops, question, exclamation marks, commas in lists and apostrophes for contracted forms (don’t, hadn’t) over a range of sentences	<p>Sometimes uses inverted commas to punctuate direct speech</p> <p>Uses apostrophes for possession, but not always accurate</p>	<p><b>Uses punctuation accurately</b></p> <p><b>Uses capital letters accurately for proper nouns</b></p> <p>Uses commas sometimes to mark clauses and phrases</p>
Spelling	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year ¾</p> <p>Is beginning to spell the words in the Year 3 spelling list</p>	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4</p> <p>Spells some words in the Year 3 spelling list</p>	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4</p> <p>Spells most words in the Year 3 spelling list</p>
Handwriting	<p>Uses the diagonal and horizontal strokes to join letters</p> <p>Does not join capital letters</p>	<p>Joins most handwriting. May still be inconsistent in size and spacing</p>	Uses joined up handwriting in line with school policy
Re reading and editing	Makes additions and revisions to their work	<p>Edits and improves basic spelling and punctuation errors</p> <p>Makes additions and revisions to their work to</p>	<p><b>Edits own writing for missing words and punctuation</b></p> <p>Notices and corrects some spelling errors</p>

		add detail or clarity	Re reads own work and talks about improvements in vocabulary and grammar
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### 3 Beginning (Y2 Working at Greater Depth)



Once there was a boy called ~~Harry~~<sup>Jack</sup> and his furry companion, Harry. Jack and Harry busked in the busy city while icy raindrops fall down. Some people would drop money in his hat but ~~some~~ it happened rarely. Day after day his dream <sup>was</sup> coming true to escape to the fresh countryside on a shiny bike.

When he gets home he puts his money in a jar and soon it became full. His dream came true after years of busking surrounded in a field of colossal sky <sup>sky</sup>skrapers. Finally his old coins came to use and he could go to the nice countryside with his truthful dog, Harry.

They were going to the countryside.

When they got there, Harry carefully ~~touch~~ touched the green grass and tried to catch a colourful ~~bt~~ butterfly. Tiny flowers shook <sup>because</sup> while the ~~weet~~ weak wind blew everywhere.

In the crystal, clear sky there were no white clouds blocking it

- Writes about characters and settings within a clear and coherent narrative
- Uses a range of time related words and phrases to sequence writing
- Groups some writing or ideas by content (paragraph like structures)
- Links ideas using strategies to create flow (another thing, also, then)
- Uses past and present tenses generally correctly
- Writes some sentences with more than one clause
- Uses adverbs of manner
- Experiments with a range of sentence openers (First, Then, Next, After that, Also, Soon, Another thing)
- Uses conjunctions to link sentences (and, but, so, then, because, if)
- There is some variation in nouns and pronouns
- Uses detail to create effect, noun phrases are mostly expanded by adjectives
- Uses some interesting and ambitious words, drawing on wider reading and own experiences
- Uses capital letters, full stops, question, exclamation marks, commas in lists and apostrophes for contracted forms (don't, hadn't) over a range of sentences
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Is beginning to spell the words in the Year 3 spelling list
- Uses the diagonal and horizontal strokes to join letters
- Does not join capital letters
- Makes additions and revisions to their work



### 3 Developing



The dog and the boy's musical Adventure

By: Narta

Through the bustling city, a boy called Jack and his dog Harry happily cycled around the city. Jack knew that his dog belonged somewhere else so everyday Jack would play ~~to~~ music to bring joy to the city of darkness. He would save up to get ~~at~~ a motorbike for him and his <sup>Harry's</sup> ~~dog~~ <sup>companion</sup> to travel of to the countryside. As soon as they arrive the dog is happier than it has ever been and Jack gives Harry a dog treat. ~~As the as the~~ dog ran through the dew dancing grass. After a few days Jack went home and he was proud of him and his funny friend canine friend.

- Produces work which is imaginative and clear across different text types
- Elaborates on information about events and characters (writing still might be reliant on model for the plot)
- Purpose is clear at the opening, may lose some clarity as text goes on
- Produces work that is organised through a series of linked sentences.
- Makes some attempt to place related points next to each other
- Develops and extends ideas logically in structured sentences (may be over detailed or brief)
- Beginning to understand what a paragraph is and shows evidence of this in writing (e.g. one sentence paragraphs, ideas loosely grouped)
- Uses past and present tenses generally correctly- may be the very occasional error
- Writes an increasing range of sentences with more than one clause
- Uses adverbs of manner, time and place
- Uses sentences with different functions appropriately and is beginning to increase their range of sentences
- Beginning to use “a” and “an” according to whether the next word begin with a vowel
- Beginning to vary verbs
- Beginning to choose some words because I know they have an effect on the reader
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Spells some words in the Year 3 spelling list
- Joins most handwriting. May still be inconsistent in size and spacing
- Makes additions and revisions to their work to add detail or clarity

### 3 Secure



As the boy looked sadly out his window, the dark and miserable rain fell loudly to the ground. Crowds of people gathered round the city streets. The boy and his dog, Harry, went outside to start pushing ~~Time~~ <sup>and</sup> Over time the boy they slowly earned enough money to buy a motorbike.

The next day, Jack, the boy, and Harry Jack, (the boy), and Harry went to the Motorbike store to find a motorbike <sup>and</sup> Harry's labor, they were on the road to the countryside. Eventually the sun came out to let the two friends enjoy the countryside.

When they arrived, Jack matched the poster to their location to see if they were in the right place. They were. Harry saw the first grass in his life, and they were both happy for the rest of their lives.

- Creates an appropriate setting, with characters and a clear plot (may draw on some elements of model / stimulus)
- Writes with a clear audience and purpose in mind
- Shows evidence of attention to the reader (eg elaboration, detail, adjectives etc)
- Structures writing appropriately for the content
- Structures and organises narrative writing clearly into logical chunks and a series of linked sentences (not necessarily in paragraphs)
- Within sections / paragraphs, uses strategies to link ideas (also, quickly, another thing)
- Uses the past tense and present tense correctly
- Writes a range of sentences with more than 1 clause
- Uses conjunctions, adverbs and prepositions to sequence and to express time and cause
- Extends sentences using a wider range of conjunctions (when, because, if, while, after, also, as well)
- Uses “a” and “an” mostly accurately according to whether the next word begin with a vowel
- Chooses appropriate nouns and pronouns for cohesion
- Adds detail by the expansion of noun phrases before and after the noun and with adverbials
- Uses ambitious word choices that are carefully chosen to add detail and to engage the reader
- Uses punctuation accurately
- Uses capital letters accurately for proper nouns
- Uses commas sometimes to mark clauses and phrases
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Spells most words in the Year 3 spelling list
- Uses joined up handwriting in line with school policy
- Edits own writing for missing words and punctuation
- Re reads own work and talks about improvements in vocabulary and grammar



### 3 Secure



Love well

I started playing the guitar while Harry (My dog) took my hat and started to collect the money from people. When I had finished, I rode on my bike home. Then a man with a van splashed water on me and didn't say SORRY! Finally, I arrived at my boring house with Harry and shut the window because it was too noisy.

I placed the money into the jar. This routine just keeps on going everyday. I scanned anxiously through the room to find the picture of my dream. At last, the money jar was full. The next morning I gave Harry a surprise. I didn't have a good home or good food for him so this is what I did. Before that morning, in bed I layed down with Harry and I couldn't fall asleep.

I knew that the motorbike wasn't as important so instead I brought dog food for Harry and I went to live in the countryside. There was no rain. There wasn't much noise. There was

- Creates an appropriate setting, with characters and a clear plot (may draw on some elements of model / stimulus)
- Writes with a clear audience and purpose in mind
- Shows evidence of attention to the reader (eg elaboration, detail, adjectives etc)
- Structures writing appropriately for the content
- Structures and organises narrative writing clearly into logical chunks and a series of linked sentences (not necessarily in paragraphs)
- Within sections / paragraphs, uses strategies to link ideas (also, quickly, another thing)
- Uses the past tense and present tense correctly
- Writes a range of sentences with more than 1 clause
- Uses conjunctions, adverbs and prepositions to sequence and to express time and cause
- Extends sentences using a wider range of conjunctions (when, because, if, while, after, also, as well)
- Uses “a” and “an” mostly accurately according to whether the next word begin with a vowel
- Chooses appropriate nouns and pronouns for cohesion
- Adds detail by the expansion of noun phrases before and after the noun and with adverbials
- Uses punctuation accurately
- Uses commas sometimes to mark clauses and phrases
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Spells most words in the Year 3 spelling list
- Uses joined up handwriting in line with school policy

### 3Secure

"Bang, Crash" The Cars  
One dark and stormy night,  
a tall, skinny boy called Harry was  
playing his brown, old, guitar in  
the middle of the street. People,  
Barging, into him <sup>but</sup> he <sup>still</sup> played and  
played until it got dark. Taking  
no notice of him bowing, they  
walked away like he was invisible.  
So hopping on his bike he  
went off.

Arriving at his old abandoned flat he  
opened a jar and stuffed his  
money in it. ~~and took a nap.~~  
Crawling into bed feeling gloomy he  
touched his poster and started to  
dream. He was lonely and his only  
friend was his dog who he loved  
more than anything in the world.

Waking up to go play some more songs  
he looked out and could see the  
moon; it was too dark. ~~But no~~  
But no matter what he still  
went out to play on his guitar.  
Riding his bike to shelter he  
saw the most ~~busiest~~ biggest  
crowd ever. Everyone was rushing  
to get on the tube. Nobody noticed  
pennies falling out of their  
pockets as they ~~was~~ ran through  
the boy. His dog Jake made  
Harry's life better but even  
Jake was upset.



Years past, they finally finished  
filling up the jar. They both  
had a dream as Harry ~~took~~ touched  
the picture of the Country Side  
and motorbike. He was not ~~set~~  
Selfish so he looked at the poster  
~~one~~ one more time and they  
appeared at the Country Side.  
Jake was so happy but held it in  
and looked at Harry in a ~~strange~~  
Strange way - he was ~~asking~~ asking  
for permission to run and Harry

nodded ~~yes~~ Yes, Running wild,  
chasing ~~butterflies~~ butterfly's and  
stepping on the flowers Jake looked  
at Harry and Harry at him.

The End

- Shows good stamina for writing and adapts a stimulus/ model to create their own narrative or other text type
- Sustains purpose and audience throughout the text
- Confidently groups ideas together when writing
- In narrative, sometimes demarcates paragraphs to signal a change in setting or time
- Writes a range of sentences with more than 1 clause confidently across a range of text types
- Writes a wide range of sentences with independence
- Chooses appropriate nouns and pronouns for cohesion across a wide range of work
- Chooses vocabulary deliberately to create effects, including the accurate use of specific or technical words
- Uses the punctuation taught accurately and confidently
- Uses commas often to mark phrases and clauses.
- Spells accurately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3

Year 4			
	Beginning (Y3 HA)	Developing	Secure
Write imaginative and interesting texts for a purpose	<p>Writes narratives with convincing settings that are drawn from the model and their own experiences. Writing is adapted from the modelled writing</p> <p>Beginning to develop ideas, characters and describe settings, feelings and emotions</p> <p>Uses the main features of the genre appropriately and consistently</p> <p>Shows evidence of attention to the reader (eg elaboration, detail, adjectives etc)</p> <p>Sustains purpose and audience throughout the text</p>	<p>Writes narratives with characters and convincing settings that are drawn from the model and their own experiences</p> <p>Develops ideas, characters and describe settings, feelings and emotions</p> <p>Uses the main features of the selected genre and adopts form and style for purpose and audience</p>	<p>Writes narratives that include characterisation and settings that engage readers' interest.</p> <p>Develops characters through actions to describe feelings and personality</p> <p>Writes non-narrative pieces with a clear purpose and provides the reader with relevant information</p> <p>Organises ideas appropriately for the purpose and reader, and writes in a range of styles confidently and independently</p> <p>Demonstrates increasing stamina for writing</p>
Organisation and paragraphs	<p>Writes in paragraphs in non fiction texts. In narrative, writes in logical chunks, demarcating paragraphs when settings and times change</p> <p>Within sections / paragraphs, uses strategies to link ideas (also, quickly, another thing)</p> <p>Beginning to include movement between paragraphs or related sections</p>	<p>Most writing shows an understanding of paragraphs and writing is sequenced in a logical style</p> <p>Links ideas and relate events including past, present and future sensibly (afterwards, eventually, before)</p> <p>Links ideas within and between paragraphs (cohesion)</p>	<p><b>Writes in paragraphs</b> Writes non-narrative texts using paragraphs</p> <p>Writes narratives in paragraphs with the structure of a plan for support.</p> <p><b>Adverbs and conjunctions are used for cohesion within paragraphs</b></p> <p>Sequences ideas and events logically</p> <p>Beginning to develop endings that relate to the beginning of a narrative</p>
Sentence structure and grammar	<p>Uses a wider range of conjunctions and adverbs to express time , place and manner</p> <p>Uses a range of sentence openers</p>	<p>Beginning to use fronted adverbials (of place, time and manner) and add a comma before the main clause</p> <p>Uses adverbs for pace</p>	<p><b>Uses fronted adverbials (of place, time and manner) effectively, mostly using a comma to mark the clause</b></p> <p>Uses some expanded noun phrases</p>

	<p>Writes sentences that are grammatically correct</p> <p>Uses pronouns to avoid repetition</p>	<p>Varies the way sentences are opened using subordination (When I saw... While I was...As it was snowing...)</p> <p>Uses pronouns to avoid repetition and ambiguity</p>	<p><b>Consistently use a variety of sentence styles</b></p> <p>Uses pronouns to avoid repetition and support cohesion</p> <p>Adds more information into sentences by using subordinating conjunctions (eg when, if, because) at the beginning or within sentences</p> <p>Verb choices are varied</p> <p>Uses tenses consistently</p>
Choose appropriate and effective vocabulary	Choose some appropriate and effective vocabulary, including accurate use of technical words	<p>Vocabulary choices are relevant and support the purpose</p> <p>Chooses some words for effect or occasion</p>	Uses precise vocabulary that adds interest or clarity, and engages the reader
Punctuation	Uses inverted commas to punctuate direct speech	Experiments with a wider range of punctuation ( , “ “ ! ‘ ) with increasing accuracy	<p>Correctly punctuates all sentences</p> <p>Uses commas for fronted adverbials</p> <p><b>Uses inverted commas and the punctuation within them correctly</b></p> <p>Understands the difference between adding s to make a plural and ‘s to show ownership (possessive)</p>
Spelling	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4</p> <p>Beginning to spell words in the Year 4 spelling list</p>	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4</p> <p>Spells some words in the Year 4 spelling list</p>	<p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4</p> <p>Spells most words in the Year 4 spelling list</p>
Handwriting	Uses joined up handwriting in line with school policy	Uses joined up handwriting in line with school policy, with increased fluency and regularity	Writes legibly and consistently with lines of writing spaced sufficiently so that ascenders and descenders do not touch
Re reading and editing	With support, re reads work at the end of the text and notices and improves on any errors. Makes additions and revisions	Re reads work at the end of the text and notices and improves on any errors. Makes additions and revisions	Re reads work systematically as they write, and notices and improves on errors. Identifies where vocabulary is repetitive or has not had the desired effect.



## 4 Beginning (Y3 HA)



### Mega City

Day after day, Jack plays his guitar to earn money for him and his dog Henry. Slowly, day by day the jar fills up. It gains a bit every day and he hopes to get enough for his dream motorcycle, StarBeam. No matter how hard he tries, citizens don't appreciate that he is playing. Henry always tries to cheer him up but really it's not their fault.

Morning. The day has come. His jar went from empty to full and he is so jolly like getting a lolly! Being an orphan isn't so bad to him since he has his companion Henry. It was perfect to him like finding 5,000,000.0 pounds. Even his birthday wish was to get StarBeam. Whenever he went out to play he always thought the city was loud.

It was not like the city. It was 1,000,000,000 times better!!! Henry enjoyed it so much that he didn't want to leave. The weather is sunny as can be. In the city it was all rainy and miserable. The colours pop so you don't need a light unlike the city. Jack thought it was a million hand and eye skillful!!!!!! Henry's ears stuck out like a tree..

- Writes narratives with convincing settings that are drawn from the model and their own experiences
- Beginning to develop ideas, characters and describe settings, feelings and emotions
- Uses the main features of the genre appropriately and consistently
- Shows evidence of attention to the reader (eg elaboration, detail, adjectives etc)
- In narrative, writes in logical chunks, demarcating paragraphs when settings and times change
- Within sections/paragraphs, uses strategies to link ideas (also, quickly, another thing)
- Beginning to include movement between paragraphs or related sections
- Uses a wider range of conjunctions and adverbs to express time , place and manner
- Uses a range of sentence openers
- Writes sentences that are grammatically correct
- Uses pronouns to avoid repetition
- Choose some appropriate and effective vocabulary.
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Uses joined up handwriting in line with school policy



## 4 Developing

### The busker



Under the luminous clouds, there was a crowded city which was dark and sad. A boy named Jack ~~walked~~ walked beneath the towering skyscrapers with his companion called Harry. They were buskers they stood all day and all night long trying to get money. As people barged and pushed to go past him an every single person ignored him no one cared.

Each night Jack and Harry lay on the brown, wooden bed counting all the money. Soon the rusty, dusty jar got full with money Jack was so desperate to earn the shiny motorbike is he going to get it? Who knows. The next night came and Jack's eyes were glued to the <sup>jar</sup> Jack scanned the jar cautiously is he going to earn it?? is he.

Finally he earned it his dream came true. His worried face turned into the <sup>happiest</sup> happiest face ever. Jack jumped onto the motorbike happily and drove away. As soon as he arrived, Harry ran off in joy chasing the butterflies. The weather was fabulous they both lived peacefully.

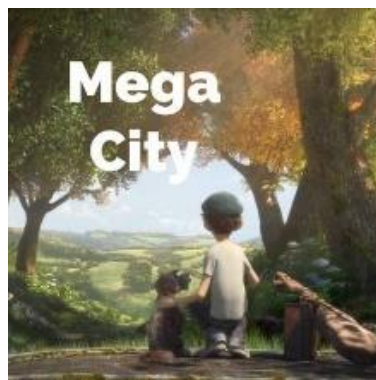
- Writes narratives with characters and convincing settings that are drawn from the model and their own experiences
- Develops ideas, characters and describe settings, feelings and emotions
- Uses the main features of the selected genre and adopts form and style for purpose and audience
- Most writing shows an understanding of paragraphs and writing is sequenced in a logical style
- Links ideas and relate events including past, present and future sensibly (afterwards, eventually, before)
- Links ideas within and between paragraphs (cohesion)
- Beginning to use fronted adverbials (of place, time and manner) and add a comma before the main clause
- Uses adverbs for pace
- Varies the way sentences are opened using subordination (When I saw... While I was...As it was snowing...)
- Uses pronouns to avoid repetition and ambiguity
- Vocabulary choices are relevant and support the purpose
- Chooses some words for effect or occasion
- Experiments with a wider range of punctuation ( , “ “ ! ‘ ) with increasing accuracy
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Uses joined up handwriting in line with school policy, with increased fluency and regularity

## 4 Secure

On a dark and gloomy evening, in a town full of sky scraping buildings, suffered a teenage boy named Jack and his scruffy dog Harry. They were short on money but desperate to leave the overwhelmed country.

Day after day they stood in a corner playing music on a battered guitar begging for money; they wanted to escape out of that nightmare of a town and go to a country side. Unfortunately they could not afford much money for transport. Weeks later Jack had a jar full of golden coins, a large star smile crested him.

One sunny morning, Jack and Harry limped their way to the country side, however they did not go on transport they went loaded with transport dog food. That very same day Jack came to realization that Harry was more important than anything.



- Writes narratives that include characterisation and settings that engage readers' interest.
- Develops characters through actions to describe feelings and personality
- Writes non-narrative pieces with a clear purpose and provides the reader with relevant information
- Organises ideas appropriately for the purpose and reader, and writes in a range of styles confidently and independently
- Writes in paragraphs
- Adverbs and conjunctions are used for cohesion within paragraphs
- Sequences ideas and events logically
- Beginning to develop endings that relate to the beginning of a narrative
- Uses fronted adverbials (of place, time and manner) effectively, mostly using a comma to mark the clause
- Uses some expanded noun phrases
- Consistently use a variety of sentence styles
- Uses pronouns to avoid repetition and support cohesion
- Adds more information into sentences by using subordinating conjunctions (e.g. when, if, because) at the beginning or within sentences
- Verb choices are varied
- Uses tenses consistently
- Uses precise vocabulary that adds interest or clarity, and engages the reader
- Correctly punctuates all sentences
- Uses commas for fronted adverbials
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Writes legibly and consistently with lines of writing spaced sufficiently so that ascenders and descenders do not touch



## 4 Secure

It was a dark and stormy night for the city, even though it was Spring. Everywhere, covering the city was lots of traffic. There were lots of beeping and the flashing of cars' blinding lights. Pitter-patter pitter-patter. Rain poured onto puddles as umbrellas popped out everywhere. It was shivering, just about Antarctica but then, slowly joyful music came from a busker in a corner. His name was called Jack and his dog was named Harry.

Jack gently took the hat of pennies and pounds from Harry and rode on his bicycle. Harry jumped onto the packaging seat. People pushed past them as they walked angrily the opposite direction. Jack covered his guitar with an old cloth and strapped it around his back as it got soaked in the pouring rain. They finally got "home" and Jack took his money jar. He opened the lid and poured in



his earrings. He left it by his bed and Harry jumped on top of him. Jack took a poster which hung by his bed and stared at it dreamily. It had a picture of a brand new motorbike which he wanted to escape to the countryside.

Finally, bliss! There was fresh air blowing through their hair. It was nice and cold. There were trees, grass, bushes and just green!!! At last, after waiting for years and years, they were here. Happiness spread through their body. Butterflies ran (flew) away from Harry as they played catch and as Jack watched them gladly, he realised the motorbike wasn't important anymore. What was important was being in the countryside with Harry.

- Writes narratives that include characterisation and settings that engage readers' interest.
- Develops characters through actions to describe feelings and personality
- Organises ideas appropriately for the purpose and reader, and writes in a range of styles confidently and independently
- Demonstrates increasing stamina for writing
- Writes in paragraphs
- Adverbs and conjunctions are used for cohesion within paragraphs
- Sequences ideas and events logically
- Beginning to develop endings that relate to the beginning of a narrative
- Uses fronted adverbials (of place, time and manner) effectively, mostly using a comma to mark the clause
- Uses some expanded noun phrases
- Consistently use a variety of sentence styles
- Uses pronouns to avoid repetition and support cohesion
- Adds more information into sentences by using subordinating conjunctions (e.g. when, if, because) at the beginning or within sentences
- Verb choices are varied
- Uses tenses consistently
- Uses precise vocabulary that adds interest or clarity, and engages the reader
- Correctly punctuates all sentences
- Uses commas for fronted adverbials
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4



## 4 Secure



There was once a boy whose name was Jack. Everyday, in the cold, rainy city, he would go out and play his guitar for money. Far above the towering buildings, were looming skyscrapers that made the city look so dull. When he got home everyday, he would count his money into his jar that he kept in a vent, but he still didn't have enough to buy the motorbike, he really wanted.

Jack hoped everyday that a crowd would gather up and give him loads of money. But it didn't happen. Even though no one gave him ~~money~~ money, his dog Harry, was always there to comfort him. On his wall, right next to where he sleeps, is a picture of a bright, red motorbike that he really wants. He wanted to escape to the countryside on the motorbike, where there is nature and no looming skyscrapers that surround you.

Until one day, when he had enough, he realised the only happiness in his life was his dog. So he gave up on his dream of his motorbike and kept his money instead.

They walked to the countryside together and Jack was as happy as ever with Harry. On the way there, Jack had got treats for Harry and fed him on the way. The countryside was no nothing like he had ever seen before. Once they were there, they were joyful and they lived the best life in the world...

- Develops characters using actions, speech and reactions in a narrative with a convincing plot and appropriate settings
- Narrative structure is developed and well-paced (ideas are not repetitive)
- Uses strategies for hooking readers from books read
- Texts are organised into paragraphs
- Paragraphs are well structured and guide the reader through the text
- Uses a range of sentences confidently according to the text type, purpose and audience
- Opens sentences in different ways to create effects, including the positioning of clauses and fronted adverbials
- Consistently chooses appropriate and effective vocabulary
- Uses commas consistently for fronted adverbials
- Spells accurately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Writes legibly and consistently using a pen

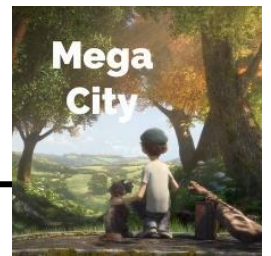
## Year 5

	Beginning (Y4 HA)	Developing	Secure
Write imaginative and interesting texts for a purpose	<p>Names different forms. Understands that forms have different purposes and can list some organisational and language features of them</p> <p>Starts to use a writer/character/narrator viewpoint and is beginning to maintain it throughout</p> <p>Uses action and description to develop characters</p> <p>Uses setting description to create atmosphere</p> <p>Writes a narrative plot where ideas are logically related</p> <p>May attempt to directly address the reader</p>	<p>Identifies the purpose of the task (to recount, persuade etc) and uses the main features of the text type in their writing</p> <p>Usually sustains writer/character/narrator viewpoint throughout</p> <p>Uses settings and characterisation to create atmosphere and engage the reader's interest</p> <p>Writes a narrative plot which is often well-developed, paced and sequenced</p> <p>Directly addresses the reader</p>	<p>Identifies the intended audience and purpose for writing and uses their knowledge of texts to support their writing</p> <p>Maintains a clear and consistent viewpoint for the writer/narrator/character which is controlled throughout the text</p> <p><b>Develops characters with description, dialogue and actions which move the story forward</b></p> <p>Uses settings to create atmosphere and indicate a change</p> <p>Writes a narrative plot which is consistently well-developed, paced and sequenced</p> <p>Directly addresses the reader confidently</p>
Organisation and paragraphs	<p>Text is organised and there is some evidence of some ideas being developed within and between paragraphs</p> <p>Shifts between time and place may not be well-managed</p> <p>Uses fronted adverbials to open some paragraphs</p> <p>Makes an attempt to link paragraphs, although this may not be accurate</p> <p>Begins paragraphs with a main topic sentence but ideas are not fully developed</p> <p>Uses organisational features such as</p>	<p>Uses paragraphs mostly accurately to signal changes of time, setting, events or information. Shifts between time and place are managed with increasing accuracy to guide the reader through the text</p> <p>Uses fronted adverbials to open most paragraphs</p> <p>Develops and links ideas within paragraphs with increasing accuracy</p> <p>Uses topic sentences to mostly introduce the content of a new paragraph</p> <p>Uses organisational features to structure non fiction writing- headings,</p>	<p><b>Uses paragraphs with confidence to mark changes of time, setting or events in well-developed narrative writing</b></p> <p>Varies paragraph lengths to achieve pace and structure the plot</p> <p>Uses fronted adverbials to link ideas across paragraphs</p> <p>Develops and links ideas within paragraphs with confidence</p> <p>Uses topic sentences to establish the main idea of the paragraph</p> <p>Uses organizational devices to guide the reader- headings, bullet points, tables, diagrams</p>

	appropriate and engaging headings and sub headings	bullet points	
Sentence structure and grammar	<p>Uses simple and compound sentences to extend meaning</p> <p>Attempts to use complex sentences, although these may not be well-controlled and may have multiple clauses</p> <p>Is beginning to vary the length, structure and subject of sentences</p> <p>Uses direct and reported speech with some accuracy</p> <p>Uses appropriate tense</p>	<p>Uses simple and compound sentences to extend meaning</p> <p>Uses complex sentences by using a range of subordinating conjunctions, both at the beginning and within sentences</p> <p>Develops ideas using adverbial and expanded phrases before and after nouns.</p> <p>Uses direct and reported speech mostly accurately</p> <p>Uses appropriate tense consistently</p>	<p><b>Uses simple, compound and complex sentences to extend meaning and interest with confidence</b></p> <p>Extends sentences by using a range of subordinating conjunctions, both at the beginning and within sentences</p> <p>Uses expanded noun phrases and clauses (including relative clauses) to add information or detail</p> <p>Uses direct and reported speech accurately and effectively</p> <p>Uses appropriate tense consistently</p> <p>Uses the correct subject-verb agreement (They were happy)</p> <p><b>Uses clauses to give extra information e.g. Mr Tom, who was upset, opened the door.</b></p> <p>Uses relative clauses beginning with relative pronouns: who, which where, when whose, that</p>
Choose appropriate and effective vocabulary.	<p>Chooses vocabulary which links to the topic and engages the reader</p> <p>Uses interesting language to sustain and develop ideas</p>	<p>Chooses precise vocabulary which is often adventurous and used with increasing precision</p> <p>Is beginning to use figurative language including similes, metaphors and personification</p>	<p><b>Chooses vocabulary for deliberate effect and uses word choices with thoughtfulness and precision</b></p> <p>Uses figurative language including similes, metaphors and personification</p>
Punctuation	<p>Uses all previous punctuation accurately</p> <p>Uses apostrophes for possession and contraction consistently</p>	<p>Uses commas mostly accurately to separate clauses and phrases</p> <p>Attempts to use commas to avoid ambiguity</p> <p>Attempts to use a colon to introduce a list with some accuracy</p>	<p>Uses commas to separate clauses and phrases to clarify meaning</p> <p>Uses commas to avoid ambiguity</p> <p>Uses a colon to introduce a list</p> <p>Attempts to use brackets, dashes or commas to indicate parenthesis with some accuracy</p>
Spelling	Spells appropriately using	Spells appropriately using	Spells appropriately using the statutory

	<p>the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6</p> <p>Beginning to spell words in the Year 5 spelling list</p>	<p>the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6</p> <p>Spells some words in the Year 5 spelling list</p>	<p>sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6</p> <p>Spells most words in the Year 5 spelling list</p>
Handwriting	Writes with joined handwriting with increasing speed	Writes with joined handwriting with increasing speed and fluency	Writes legibly with increasing speed and fluency
Re reading and editing	Re reads own work and corrects missing words, makes simple improvements and corrects spelling and punctuation errors	Evaluates own work and discuss whether writing goals and success criteria have been successful. Proof reads systematically and makes corrections and additions	Identifies aspects of own writing which met the success criteria and has a particular effect on the reader Identifies areas (eg, paragraphs) to improve and makes improvements





I've always had a dream to get out of this city and move to a much nicer place, where it is not busy like the country-side. Going to the country side would make a huge difference to my life, it would make my life better. When I think of the country side I feel happy and positive, my dream is to move there one day. This could change my life.

Where I am at right now is the city. I feel so trapped here. It is so noisy and really busy. It's crazy the amount of people that come here. I play my guitar to earn money. I've practised for years. I usually don't get much money. Sometimes I feel like I am invisible. It's like the only person who sees me is my best friend, my dog.

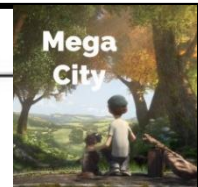
I have a big dream to get a motorbike in the country side and I feel like I can reach it. Me and my dog (Bentley) are best buddies together - anything is possible.



Months later felt like years, I got to the top of my money pot. I am so happy and proud of myself, I am ready to have a fresh start to move on in life. This will be good for me and Bentley, I will be happy and he would be free, like what a day should be. Here I am, the place I have dreamed of. My eyes are amazed I can't believe what I am seeing it's the most beautiful thing ever. And ~~my~~ journey continues. There's beautiful trees everywhere, I love the sound of birds tweeting towards the clear ~~that day~~ blue sky. The sun just beaming out. Can't wait to continue my life here.

- Uses action and description to develop characters
- Uses setting description to create atmosphere
- Writes a narrative plot where ideas are logically related
- May attempt to directly address the reader
- Text is organised and there is some evidence of some ideas being developed within and between paragraphs
- Shifts between time and place may not be well-managed
- Uses fronted adverbials to open some paragraphs
- Makes an attempt to link paragraphs, although this may not be accurate
- Begins paragraphs with a main topic sentence but ideas are not fully developed
- Uses simple and compound sentences to extend meaning
- Attempts to use complex sentences, although these may not be well-controlled and may have multiple clauses
- Is beginning to vary the length, structure and subject of sentences
- Uses appropriate tense
- Uses interesting language to sustain and develop ideas
- Uses all previous punctuation accurately
- Uses apostrophes for possession and contraction consistently
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6
- Writes with joined handwriting with increasing speed
- Re-reads own work and corrects missing words, makes simple improvements and corrects spelling and punctuation errors

### Best friends in Mega City



Beneath the towering skyscrapers lay a sad, lone figure. Opening up his guitar case, Jack ~~realised~~ realised that tonight was going to be like any other night, harsh, cold and unimportant. Jack sighed wondering what when another living person would pay him any attention. The white, lustrous moon disappeared as dark clouds entered the sky. Clambering onto his bike, Jack grabbed his stuff and rode back home.

Day after day, Jack would play his cold guitar on the harsh, crowded <sup>streets of Mega City</sup> city. After hours of playing, his dog companion <sup>directly</sup> grabs Jack's hat and puts it in front of Jack's pale face. <sup>to</sup> Little pennys sat at the bottom of Jack's hat. After months and months of playing his guitar, and Jack finally had enough money saved up to buy some dog food and a new starbeam motorcycle. He was going to the countryside.

Jack bought everything and rode out to the countryside. The second he arrived, he sat down and groomed his puppy. With a small smile on his face, Jack pointed to the lush, green grass and looked at Harry, his dog. Harry gently touched the grass and, straight after, he ran into the grass and tried to pounce onto butterfly that fluttered around in the sky. Soon after, Jack whistled for his Harry to come eat. Harry padded over and started happily munching the dog food. Jack's heart filled to the brim with joy as he watched his dog munch away. He knew that nothing and no one could ever replace the ~~per~~ best friend he had with him now. The end.

- Usually sustains writer/character/narrator viewpoint throughout
- Uses settings and characterisation to create atmosphere and engage the reader's interest
- Writes a narrative plot which is often well-developed, paced and sequenced
- Uses paragraphs mostly accurately to signal changes of time, setting, events or information. Shifts between time and place are managed with increasing accuracy to guide the reader through the text
- Uses fronted adverbials to open most paragraphs
- Develops and links ideas within paragraphs with increasing accuracy
- Uses topic sentences to mostly introduce the content of a new paragraph
- Uses organisational features to structure non-fiction writing- headings, bullet points
- Uses simple and compound sentences to extend meaning
- Uses complex sentences by using a range of subordinating conjunctions, both at the beginning and within sentences
- Develops ideas using adverbial and expanded phrases before and after nouns.
- Uses appropriate tense consistently
- Chooses precise vocabulary which is often adventurous and used with increasing precision
- Is beginning to use figurative language including similes, metaphors and personification
- Uses commas mostly accurately to separate clauses and phrases
- Attempts to use commas to avoid ambiguity
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6
- Spells some words in the Year 5 spelling list
- Writes with joined handwriting with increasing speed and fluency
- Proof reads systematically and makes corrections and additions



### The busker boy

Long ago, underneath the lingering skyscrapers, was a poor busker named Jack. His only companion was a scruffy, shaggy dog and his name was Harry. The helpless two played music as they scavenged for money. They were trying to bring nature to this lifeless city. He plays his music for one thing - the 'Starbeam'.

The music that he played earns little money every solitary day. His motto is: "A penny saved is a penny earned." He almost achieved his dream. After a hard day playing music, he gazed up at the poster before falling dreamily into his slumber. The very next day, he ~~set~~ scraped every last penny he could find and was lucky enough to have just enough to buy his ~~to~~ seemingly impossible dream.

It was a tough journey but he made it. With a sigh of relief, he entered the shop. But just before he bought it, Jack realized it wasn't his music nor dream kept him happy, it was his dog. So he picked up something else. As his dog frolicked in the field,

Harry was granted by the sight of dog good. He knew, Jack  
Jack loved him and he loved Jack. They played and  
chased butterflies lies together. There's a moral to this  
story but that's for you to figure out.

The end... or is it?



- Maintains a clear and consistent viewpoint for the writer/narrator/character which is controlled throughout the text
- Develops characters with description, dialogue and actions which move the story forward
- Uses settings to create atmosphere and indicate a change
- Writes a narrative plot which is consistently well-developed, paced and sequenced
- Directly addresses the reader confidently
- Uses paragraphs with confidence to mark changes of time, setting or events in well-developed narrative writing
- Varies paragraph lengths to achieve pace and structure the plot
- Develops and links ideas within paragraphs with confidence
- Uses simple, compound and complex sentences to extend meaning and interest with confidence
- Extends sentences by using a range of subordinating conjunctions, both at the beginning and within sentences
- Uses expanded noun phrases and clauses (including relative clauses) to add information or detail
- Uses appropriate tense consistently
- Uses the correct subject-verb agreement (They were happy)
- Chooses vocabulary for deliberate effect and uses word choices with thoughtfulness and precision
- Uses figurative language including similes, metaphors and personification
- Uses commas to separate clauses and phrases to clarify meaning
- Uses commas to avoid ambiguity
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6
- Writes legibly with increasing speed and fluency



Pouring on a gloomy afternoon, a busker named Jack and his small furry friend, Harry, played a guitar, hoping for at least a small amount of money. Skyscrapers reached the intenced amooat amount of rainclouds. His hat getting kicked, Jack continued to play a joyful music. Many people ignored the boy and the cute, joyliffing furry dog. The dog ran around every where, hoping for some money to go into the hat. After a long day of deliberately busking, the boy and the dog hoped on their bike and rode home.

A crowd of people walked, not caring that they were blocking the boy's way nor that they were in the way of a speedin bicycle. Many times, Jack got pushed, getting kicked around and bullied by a lot of people. Harry, <sup>thead</sup> his dog, licked his master's injuries, until he felt better. They finally



arrived at the back of the flat, and ~~there~~ <sup>they're</sup> usual tiny door. They only had one small room with a microwave, toilets, a bed, a tiny kitchen and a bathroom. Harry looked desperately at the money they gained, and whimpered as he layed down on the end of his master's bed. On top of the jar, which Jack put all of his money in, was a poster of a motobike. Then a loud noise made him and his dog jump. It was the train blazing through; which usually happens at this ~~of~~ time of the evening. He could also smell wasted and rotten food from the dustbin.

The next day, he carried on playing in the streets, having more blisters. Still, people were ignoring him and being rude. Many days past but now, there was only one coin left. They worked even harder that <sup>day</sup> and finally earned they're last coin. Jake and Harry were so excited. Once arriving at dusk for in the country side, Jack saw his dog play and realised his mistake. He and his dog were happy there...so they wanted to stay. Harry did not find his place in the fuming city and nor did Jack.

- Maintains a clear and consistent viewpoint for the writer/narrator/character which is controlled throughout the text
- Develops characters with description, dialogue and actions which move the story forward
- Uses settings to create atmosphere and indicate a change
- Writes a narrative plot which is consistently well-developed, paced and sequenced
- Uses paragraphs with confidence to mark changes of time, setting or events in well-developed narrative writing
- Uses fronted adverbials to link ideas across paragraphs
- Develops and links ideas within paragraphs with confidence
- Uses simple, compound and complex sentences to extend meaning and interest with confidence
- Extends sentences by using a range of subordinating conjunctions, both at the beginning and within sentences
- Uses expanded noun phrases and clauses (including relative clauses) to add information or detail
- Uses appropriate tense consistently
- Uses the correct subject-verb agreement (They were happy)
- Uses relative clauses beginning with relative pronouns: who, which where, when whose, that
- Chooses vocabulary for deliberate effect and uses word choices with thoughtfulness and precision
- Uses figurative language including similes, metaphors and personification
- Uses commas to separate clauses and phrases to clarify meaning
- Uses commas to avoid ambiguity
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6
- Writes legibly with increasing speed and fluency



### Companion

In the busy yet noisy city, Buildings were as tall as you could ever ~~find~~ imagine as ~~cars~~ never ending cars zoom through the roads. In the middle of the streets, there stood a ~~man~~ young man and his companion. This young man was a busker named Jack and his companion was a dog called Henry. They sat in the same place as he sat and played the guitar... Some ignored some gave money in a jar. As days went by, the money in the jar kept on growing.

The busker really wanted something after he had filled the jar: a motorbike. Every day he wanted the ~~motor~~ motorbike he looked at pictures of ~~the~~ wanted and he read posters of them. Just when the last penny dropped instead of buying his motorbike that he wanted, He realized what was best for his companion.

The young man goes to the countryside with his dog and realises that it is not possessions that makes you happy. Fortunately, the dog put one paw at a time and ran through the clean environment with joy.

- Identifies the intended audience and purpose for writing and uses a range of texts and their knowledge of structural and organisational features of texts to support their writing. Manipulates the form and style to create impact and to engage the reader
- Uses settings to create an atmosphere, but also to indicate a change in atmosphere or mood
- Writes a narrative plot which is well-developed, paced and sequenced with consideration of the impact the reader
- Directly addresses the reader confidently and independently
- Uses paragraphs which are well-controlled and shape the text, guiding the reader effectively through shifts in time and place and changes of events or information.
- Develops and sequences ideas within paragraphs in interesting and creative ways
- Uses a wide ranges of cohesive devices in order to link ideas and guide the reader
- Uses simple, compound and complex sentences with mostly accurate punctuation to extend meaning and add variety and interest
- Uses tense consistently and can vary tense appropriately for impact on reader
- Chooses precise vocabulary carefully and deliberately to clarify meaning, enhance effect, increase/slow pace and create mood
- Uses commas accurately to clarify meaning and avoid ambiguity
- Attempts to use colon or semi-colon to link separate clauses with some accuracy
- Spells accurately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6
- Spells all words in the Year 5 spelling list
- Chooses the writing implement and style which is most suited to the task

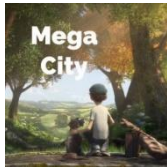
Year 6			
	Beginning (Y5 HA)	Developing	Secure
Write imaginative and interesting texts for a purpose	<p>Identifies the purpose and audience for writing and can select a suitable model to base writing on. Uses the main features of the text type.</p> <p>In narrative writing: Develops characters with interesting and imaginative description, dialogue and actions which move the story forward</p> <p>Uses settings to create atmosphere and indicate a change in mood or atmosphere</p> <p>Uses figurative language including similes, metaphors and personification</p> <p>Writes with a recognisable viewpoint or voice, although this may not always be sustained throughout the text</p> <p>Concludes texts with some attempt to relate subject to reader or to make direct appeal to reader. Endings may not be clear or concise.</p>	<p>Writes a range of effective texts for different purposes and different audiences</p> <p>In narrative writing: Describes settings, characters and atmosphere appropriately</p> <p>Uses dialogue to show character and to move events forward (this may not always be accurate)</p> <p>Makes appropriate choices between formal and informal language, dependent on the purpose and audience of the text</p> <p>Writes with a recognisable viewpoint or voice with increasing consistency</p> <p>Concludes texts more clearly with attempts to relate subject to reader or to make direct appeal to reader.</p>	<p>Writes a range of effective texts for different purposes and different audiences, identifies and builds own success criteria for the text type and can refer back to similar texts they have read for organisational and language features</p> <p>In narrative writing: Effective settings, characters, atmosphere and plot are created</p> <p>Uses dialogue successfully to convey character and move events forward in combination with action and description</p> <p>Uses narrative techniques such as flashbacks and shifts in time to maintain the reader's interest</p> <p>Writes with a viewpoint which is well controlled and convincing. Texts have a clear voice which is sustained.</p> <p>Varies openings to engage or directly address the reader. Concludes texts effectively with well thought out closings.</p>
Organisation and paragraphs	<p>Uses paragraphs to organise ideas</p> <p>Develops and elaborates on ideas within paragraphs</p> <p>Uses pronouns with some accuracy to support cohesion in and between paragraphs to avoid repetition</p>	<p>Uses paragraphs to organize ideas across a range of genres</p> <p>Develops and elaborates on ideas within paragraphs with imaginative and interesting detail</p> <p>Uses pronouns accurately to support cohesion in and between paragraphs</p>	<p>Writes with a selected structure which is carefully controlled throughout the text. It maintains and emphasizes its context and purpose</p> <p>Writes paragraphs with a clear topic sentence and uses these to guide the reader so that texts are well shaped</p> <p>Uses a range of devices to build cohesion within and across paragraphs e.g. repetition of words, phrases or sentences, adverbials, generalisers and verb</p>



			<p>tenses or forms.</p> <p>Uses appropriate organisational and presentational devices to structure text dependent on the purpose and audience, with an awareness of the impact on the reader</p>
Sentence structure and grammar	<p>Uses a variety of simple, compound and complex sentences with some control to create impact and effect</p> <p>Writes with complex sentences, which are mostly secure, with some variation of the position of the clause, including embedded clauses</p>	<p>Uses a variety of simple, compound and complex sentences with increasing control to create impact and effect</p> <p>Writes with complex sentences, with some variation of the position of the clause, including embedded clauses</p> <p>Uses a range of verb forms with increasing accuracy. Modal verbs and passive voice may be used successfully on occasion</p>	<p>Uses a variety of simple, compound and complex sentences with control to indicate levels of informality and formality and to create particular effects</p> <p>Positions and manipulates clauses in complex and multi-clause sentences to shift emphasis for focus for effect</p> <p>Uses verb tenses consistently and correctly throughout writing</p> <p>Uses a range of verb forms, including modal verbs and passive voice, with increasing accuracy</p>
Choose appropriate and effective vocabulary	<p>Chooses vocabulary for deliberate effect and uses word choices with thoughtfulness and precision</p>	<p>Makes word choices mostly appropriate to the level of formality</p> <p>Makes imaginative and precise vocabulary choices with use of a thesaurus</p> <p>Uses technical vocabulary mostly accurately</p>	<p>Makes word choices appropriate to the level of formality</p> <p>Makes vocabulary choices which are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</p> <p>Uses a thesaurus to ensure word choices are appropriate to context</p> <p>Writes with appropriate technical vocabulary</p>
Punctuation	<p>Uses the following mostly accurately:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas for lists</li> <li>Commas for fronted adverbials</li> <li>Apostrophes for contractions</li> </ul>	<p>Uses the following accurately:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas</li> <li>Apostrophes for contractions</li> <li>Inverted commas</li> <li>Comma to demarcate</li> </ul>	<p>Uses the following mostly accurately:</p> <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Commas</li> <li>Punctuation for parenthesis</li> <li>Semi-colon to introduce a list</li> <li>Brackets for parenthesis</li> </ul> <p>Uses a comma securely</p> <p>Uses the following with some accuracy:</p>

	<p>Inverted commas</p> <p>Attempts to use other forms of punctuation which may not be accurate: Dash Comma to demarcate clauses, including in dialogue Colon Semi-colon Brackets</p> <p>Uses a comma insecurely and may be used incorrectly in place of full stops</p>	<p>clauses, including in dialogue</p> <p>Uses the following with some accuracy: Dash Colon Semi-colon</p> <p>Uses a comma securely with only infrequent errors and comma splices</p>	<p>Semi-colons to mark the boundary between independent clauses Colons to mark the boundary between independent clauses Dashes to mark boundaries between independent clauses Hyphens</p>
Spelling	<p>Beginning to spell words in the Year 6 spelling list</p> <p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6</p>	<p>Spells some words in the Year 6 spelling list</p> <p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6</p>	<p>Spells most words in the Year 6 spelling list</p> <p>Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 5/6</p>
Handwriting	<p>Writes in a consistent, fluent style across all areas of writing</p>	<p>Writes in a consistent, fluent style across all areas of writing</p>	<p>Writes legibly with joined handwriting with appropriate speed and fluency</p> <p>Chooses which shape of letter to use, and whether to join specific letters</p>
Re reading and editing	<p>Identifies aspects of own writing which met the success criteria and has a particular effect on the reader</p> <p>Identifies areas (eg, spelling, vocabulary, sentence structure, paragraphs) to improve and makes improvements</p>	<p>Identifies aspects of own writing which met the success criteria and has a particular effect on the reader</p> <p>Identifies areas (eg, spelling, vocabulary, sentence structure, paragraphs) to improve and makes improvements</p>	<p>Identifies strengths and areas for improvement in own and others writing</p>

## 6 Beginning (Y5 HA)



### The dream

I was playing my old and broken guitar when I heard <sup>my</sup> the first clap of thunder. It took me by surprise like it was its only purpose here in the belly of the beast, <sup>sky scrapers</sup> touched the sky with their electric antennas. I looked up to the sky and realised how late it was. I collected my cap from Jake's <sup>mouth</sup> and examined it. ~~and saw that~~ <sup>It had</sup> just enough coins to make us satisfied. ~~I~~ Hopping on my bike, I called Jake. Bounding over to me, I waited until he jumped in his basket at the rear of my bike. <sup>flipping</sup> ~~end~~ web to the skin, I set off back home.

The moment I arrived, I changed into my pyjamas. Looking around to make sure <sup>no</sup> ~~not~~ one was watching me, I walked over to where I kept

My my money. I unscrewed the lid and collapsed on my bed. The second my head hit the pillow, I was fast asleep.

Today I didn't play in my usual spot under the bridge but some were else. I moved there to see if I would earn more money. After a while a man walked right into me! It was like I wasn't there ~~I~~ or I was too tired to continue so I just went back home I had to earn less money than usual.

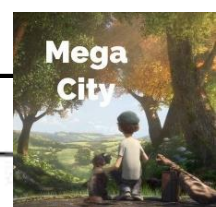
Days after day, my money jar increased it fast, I had enough money to go to the countryside. Jake most of sensed my excitement because he was all happy as well.

When I got there I knew I had made the best choice of my life. The fresh air ran over me and into me. Jake seemed to want to run off to explore, so he looked up into my eyes and we both set off together.

- Develops characters with interesting and imaginative description and actions which move the story forward
- Uses settings to create atmosphere and indicate a change in mood or atmosphere
- Uses figurative language including metaphors and personification
- Develops and elaborates on ideas within paragraphs
- Uses a variety of simple, compound and complex sentences with some control to create impact and effect
- Uses the following mostly accurately: capital letters, full stops, exclamation marks, commas for fronted adverbials, apostrophes for contractions

## 6 Developing

The man of desires.



- 
- Describes settings, characters and atmosphere appropriately
- Concludes texts more clearly with attempts to relate subject to reader or to make direct appeal to reader.
- Develops and elaborates on ideas within paragraphs with imaginative and interesting detail
- Uses a variety of simple, compound and complex sentences with increasing control to create impact and effect
- Makes imaginative and precise vocabulary choices with use of a thesaurus
- Uses the following accurately: capital letters, full stops, exclamation marks, commas for lists, commas for fronted adverbials, apostrophes for contractions
- Uses the following with some accuracy: dash, semi-colon



## 6 Secure



It struck 11:00; lightning awoke. The polluted city of citizens bustling there, way through the <sup>payment</sup> city. Wet, cold, and wind, the busker rubbed his blistered fingers on the torn guitar & rapidly ~~passionately~~ <sup>patiently</sup> waiting for the next penny. Shivering, Jack spied over crowded city and paused with hunchedness. Exhausted humans & scattered on the <sup>ground</sup> ~~ground~~ were as desperate as ants collecting their food for winter. The intense weather surrounded the city with wet ice and furious clouds. Jack finished his ~~night's~~ <sup>right</sup> night shift.

With his ancient bike, Jack accelerated towards his apartment taking the polluted breeze below him. His unpuffed wheels scraped ~~mark~~ the ground, forcing him and his bike to tumble over. Heavy rain poured as he licked Jack to his feet. The rough concrete scratched Jack's torn shoes as the friction of the floor faded. He searched the floor ~~very~~ vigorously for his remaining coins and cycled away ~~injured~~.

lay down

Unfortunately, the Buster and his canine ~~steps~~ <sup>steps</sup> in the cramped apartment had been feeling the waves of pain echo through his bruised body. Exhausted, the ~~canine~~ <sup>dog</sup> tipped his last remaining tip to the glass jar. As ~~soon~~ his body started to shut down, the little dog saw suggested next to him and filtered out the last remaining rain. They both fell to a vast sleep.

The days drifted past, and the nights were painfully. Paradise was close. With joy, Jack lifted his frown and ~~roared away on a~~ <sup>roared away on a</sup> ~~road~~ <sup>road</sup> although a sudden thought appeared in his mind. What was Harry going to do? He did what he needed to. Glaring at Harry, he put him on the bite. ~~They~~ <sup>Finally</sup>, he put Harry on the emerald, fresh grass. There was his peacefully living home. The two partners ~~of~~ <sup>of</sup> smiled with excitement.

- Effective settings, characters, atmosphere and plot are created
- Varies openings to engage or directly address the reader. Concludes texts effectively with well thought out closings.
- Writes paragraphs with a clear topic sentence and uses these to guide the reader so that texts are well shaped
- Uses a range of devices to build cohesion within and across paragraphs e.g. adverbials, generalisers and verb tenses or forms.
- Uses a variety of simple, compound and complex sentences with control to indicate levels of informality and formality and to create particular effects
- Uses verb tenses consistently and correctly throughout writing
- Makes vocabulary choices which are imaginative and words are used precisely and appropriately to create impact and enhance meaning.
- Uses the following accurately: capital letters, full stops, question marks, exclamation marks, commas for fronted adverbials, apostrophes for contractions
- Uses the following with some accuracy: semi-colon

## 6 Working at greater depth



### The busker's life

Roaring thunder battered one dull life-less city, as impermi-able darkness, pierced its way through looming skyscrapers, reaching out into the midnight sky. The cold, busy night illuminated the millions of individuals as they brushed passed the human current. In the middle of all this chaos a man named Jack, a resilient busker, played his battered guitar. Along side him was his faithful companion Hanny. They cycled home against the tide and reached their apartment. He opened his prized possession - a jar, where he keeps all his money - and dropped in the few pennies they had earned that day. Lying on the bed he thought about his dream: his motor bike.

Every day, no matter if it was raining, snowing or burning heat, Jack would load up his guitar on his bicycle and peddled to his usual place - next to



the train station. Day after day, he went and played in the pouring rain until his fingers bled. As soon as he cycled home, he lay down and suddenly collapse in exhaustion. As he came home, he would notice the jar amount was slowly rising until it was full. Early in the morning the gold sun shone as he peddled to his place and started playing. The last coin was soon played, into the cramped jar.

After years, he'd finally accomplished his dream and now he doesn't have to look at the poster on his wall anymore because he was standing right in it. All his work had now paid off. The view he had memorised every day was now here. Colourful blossoms and green trees were in his sight from corner to corner. Hills dipped down beautifully as the tall, green trees welcomed the guests. Blue and red robins whistled away into the air. It was almost identical to the poster - except instead of the motor bike his friend Harry was playing in the grass. He knew he would never regret his decision to chase his friend. He knew now what happiness was really about.

- Effective settings, characters, atmosphere and plot are created
- Text has a clear voice which is sustained
- Varies openings to engage or directly address the reader.
- Concludes texts effectively with well thought out closings.
- Writes paragraphs with a clear topic sentence and uses these to guide the reader so that texts are well shaped
- Uses a range of devices to build cohesion within and across paragraphs e.g. adverbials, generalisers and verb tenses or forms.
- Uses a variety of simple, compound and complex sentences with control to indicate levels of informality and formality and to create particular effects
- Positions and manipulates clauses in complex and multi-clause sentences to shift emphasis for focus for effect
- Makes vocabulary choices which are imaginative and words are used precisely and appropriately to create impact and enhance meaning.
- Uses the following mostly accurately: commas, punctuation for parenthesis,
- Uses a comma securely
- Uses the following with some accuracy: Dashes to mark boundaries between independent clauses



## 6 Working at greater depth



In the centre of London, was a young boy ~~name~~ named Jack living with his companion companion, Toto. They lived in a dull, grimy, ~~uniform~~ uniform and sad street where Jack worked as a street performer to earn money. It never seemed to cease raining or falling with smog. Every day, they would return home with their ~~collected~~ collected money and add it to their jar. They would travel to the performing spot to and home by bike. All of their collected money would go to the cause of Jack and Toto escaping the gloom of city life to the countryside - comfort and reassurance of the countryside. "We'll get there, Toto, we'll get there." Jack muttered to Toto as he stared at a poster.

If it wasn't for Toto and his dreams urging him on, he wouldn't be where he was now. Despite all the hardships they've been through, Jack and Toto kept ~~go~~ going, cycling back and forth, bringing back and forth, back more money with every trip. Every night, Jack would stroke the poster - "Starbeam it

He said. They were relentless - they would seize every chance they had to gain money. Slowly but surely, the jar filled and filled with every journey back and forth. And I finally, at long last, the final coin needed, fell. That. At long last, their dreams could come true. At long last, they could leave this place. They could finally live in peace.

Finally, their dreams came true; they had arrived. When they stepped out, they finally felt free and Jack's face lightened up and as if the sight of their new home had cleansed his body. Never before had they felt so happy, so free, so joyful. Jack knew it. This was their new life. And they spend as much of it as in life they could in happy happiness.

- Uses thoughtful literary techniques and devices which have been influenced by wider reading
- Writes with levels of formality which are established, used appropriately and sustained. This adds to the effectiveness and impact of the writing.
- Uses a range of literary features to have an impact on the reader e.g. repetition, short sentences or figurative language
- Uses paragraphs to develop and expand ideas or points of view, themes and events in depth
- Uses a range of cohesive devices across and within paragraphs
- Varies paragraph length according to the writer's purpose
- Uses sentences with more than one clause to elaborate and to convey complicated information concisely
- Writes with varying levels of formality which are controlled through selecting vocabulary precisely
- Uses precise vocabulary and grammatical choices, including the deliberate use of passive voice
- Clarifies intended meaning with a range of punctuation



## His Story

This is the story: his story. And this is how it all began...

He stood within the city walls; among looming towers of never-ending skyscrapers, next to glowing lights illuminating the melancholy darkness. He watched the hustle and bustle of the city as people surrounding him pushed past, poking him with their umbrellas that protected them from the pouring - these were just people, <sup>going about their business</sup> but all blinded from misery that was slowly devouring the city. They were just people, so they briskly ignored his beautiful melodies; his only attempt to bring joy to the sadness. Later, he observed the flashing billboards displaying colourful adverts and photoshopped faces. He saw all this as he busked on his beloved guitar and in the company of his canine companion, his best friend. And of course, the day ended, just like it began, and any light left turned to dark. He hopped onto his bicycle, the warmth of his dog next to him. He'd ride through the heavy rain, <sup>with</sup> <sup>water</sup> <sup>was</sup> <sup>nothing</sup> <sup>new</sup> darkness. Passing people. He'd splash through puddles, <sup>nothing</sup> <sup>new</sup> but still would not fail to notice people and their seemingly - perfect houses and lives around him. Eventually, he'd arrive at what was the closest to home he thought

would get (or so he thought). As always, he would empty any coins that had collected inside his hat or that he layed on the ground as he played, into the jar, the jar that would change his life. After he finished screwing

would get (or so he thought). As always, he would empty any coins that had collected inside his hat or that he layed on the ground as he played, into the jar, the jar that would change his life. After he finished screwing

he hid on the jar, he lay on his bed, just as he always did. Just then, he looked up at the wall. There, ~~so~~ following suit with everything else he had done that day, he looked up at the wall...

He'd sit and stare at it for hours, that poster. But not just any poster after all - a poster that meant absolutely everything to him. Soon, after ~~completing~~ completing a few other mundane tasks like brushing his teeth or seeing if he could have anything to eat that day he fell fast asleep. The next day, he'd do it all again - he would play the same songs, in the same place, at the same time. Sometimes he'd even see the same people but there was never a single doubt his loyal ~~mutt~~ dog wouldn't be there. Days passed and his routine never varied but slowly his money jar was filling up. Soon he would achieve his goal and that was more than enough motivation for his freedom. Suddenly, the day came, but he knew exactly what to do. This is what he had been waiting on long as he could remember. He got up and walked over to the corner of his room - towards the air vent. As he did regularly, he unscrewed the bolts of the vent and carefully took out his jar. Except this time he didn't do the vent back <sup>up</sup> again, he left it <sup>lying</sup> on the floor. This was it. Now he could escape...

The next he did was not part <sup>of</sup> his repetitive routine. It was not something he had done before. Because he didn't go busting or lay down to stare at his poster, he gathered all his things in a bag, strapped his guitar over his shoulder, untaped his



poster and got folded it into his pocket and finally, he rode away into the distance. He rode far, far away; so far he could no longer hear the bustle of voices and noise and he could no longer feel the polluted pollution of the air he breathed in. This was because was away, far away. Away from the city. He was submerged in the silence (broken only by birdsong), submerged in the air, submerged in the endless space. Climbing off his bike and sitting down on the soft soil underneath him he looked at his surroundings.

the  
bravery  
and  
their  
constant  
noise

Skyscrapers were replaced by different coloured trees, <sup>plumage</sup> <sup>and</sup> <sup>in</sup> <sup>the</sup> <sup>air</sup> were replaced by beautiful birds, <sup>filled</sup> <sup>their</sup> <sup>songs</sup> many different species all different colours and patterns. It was so different. It was amazing. There was not a moment longer of his and his faithful pet's struggle. It was hard to describe the tsunami of emotion that he felt as he watched his dog, <sup>the</sup> <sup>most</sup> <sup>amazing</sup> <sup>thing</sup> <sup>he'd</sup> <sup>ever</sup> <sup>seen</sup> <sup>before</sup>. But the biggest feeling was of happiness. He was happy; they were happy...