

Key: X - For met target at ARE level. KPI - Key Performance Indicator G - For met target at Greater Depth level.				Aut1	Aut2	Spr1	Spr2	Sum1	Sum2				
Children should write for a range of audiences and purposes including, recounts, re-tell, letters to and from, instructions, invitations, simple report.													
KPI	1	Talks about / discusses what they are going to write and can compose a sentence orally before writing it.											
	2	Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC.											
	3	Correctly writes independent simple sentences include words using the GPCs and common exception words taught so far.											
	4	Begin to form lower-case letters in the correct direction, starting and finishing in the right place (but size may be inconsistent).											
	5	Sequences sentences to form short narratives. May only be simple sentences but meaning flows.											
Spelling	6	Can use taught spelling rules.											
	7	Can add a range of prefixes and suffixes.											
	8	Pupils can use their knowledge of phonics to write words.											
	9	Pupils can use root words and endings.											
Handwriting	10	Can spell the days of the week correctly.											
	11	Sits correctly at a table and holds the pencil appropriately.											
	12	Forms capital letters correctly (but size may vary).											
Sentence Structure	13	Forms digits 0-9 correctly but size may vary.											
	14	Can leave spaces between words.											
	15	Use a capital letter and full stops (demarcate sentences).											
	16	Use exclamation marks and questions marks (demarcate sentences).											
	17	Uses a capital letter for proper names (people, places, days of the week) and for personal pronoun 'I'.											
Composition and Effect	18	Joins words and clauses using 'and' (then, because for greater depth).											
	19	Begins to use tenses correctly (e.g. the simple past and present).											
	20	Use some descriptive language (e.g. colour, size and simple emotion).											
	21	Re-reads writing to check it makes sense and makes some corrections to it.											
	22	Sequencing sentences to form short narratives.											
	23	To construct a simple piece of writing with a linear structure; beginning, middle and end.											
	24	Simple story with a good, bad or relevant characters.											
	25	Can read own writing aloud clearly, and can discuss what they have written with others (peers or teachers).											
Scoring System	Not at age expected		0 – 5 marks (ARE)	R+	Total								
	Autumn		6 – 10 marks (ARE)	1-		Grade							
	Spring		11 – 18 marks (ARE)	1=			KPI						
	Summer		19 – 25 marks (ARE)	1+									
	52% of objectives met at G (Greater Depth)			1G									

Key: X - For met target at ARE level. KPI - Key Performance Indicator G - For met target at Greater Depth level. IF - Interim framework			Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Children should write for a range of audiences and purposes including, recounts from their own experience or fiction, re-tell, letters to and from, instructions, invitations, simple report, diaries, persuasion, setting and character descriptions e.g. wanted posters or part of a book review.								
KPI	1 IF	Segments spoken words into phonemes and represents these by graphemes, spelling correctly (Phase 6 Letters and Sounds or equivalents).						
	2 IF	Consistently uses spaces between words that reflect the size of the letters.						
	3 IF	Uses full stops, capital letters, exclamation marks, question marks and commas for lists 75% of the time correctly.						
	4 IF	Uses present and past tense correctly and consistently, including the progressive form to mark actions in progress (e.g. she is drumming, he was shouting).						
	5 IF	To spell many exception words (most for Greater Depth).						
Spelling	6 IF	Add suffixes to spell words, including –ment, -ness, -ful, -less, -ly.						
	7	Spells some common homophones, and distinguishes between homophones and near-homophones.						
	8 IF	To spell some contracted words.						
Handwriting	9 IF	To use the possessive apostrophe in singular nouns GD.						
	10 IF	Uses diagonal and horizontal strokes needed to join letters in some of their writing.						
Sentence Structure	11 IF	Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.						
	12 IF	Can use sentences of different forms: statements, questions, exclamations and commands.						
	13 IF	Uses expanded noun phrases to describe and specify (e.g. blue butterfly, plain flour).						
	14 IF	Uses a variety of co-ordination (conjunctions – or, and, but) in writing.						
	15 IF	Uses a variety of subordination (conjunctions – when, if, that, because) in writing.						
	16 IF	Can separate items in a list using commas.						
Composition and Effect	17	Correctly writes simple sentences independently that include words using phonetically plausible and common exception words and punctuation taught so far (Phase 6 Letters and Sounds).						
	18	Begin to divide their own writing into sections (where appropriate).						
	19	Can plan writing appropriately, by writing down ideas and / or key words, including new or relevant vocabulary.						
	20	Has stamina in writing, can write at least 3 parts.						
	21	Reads own writing aloud with appropriate intonation to make meaning clear.						
	22	Can evaluate their own and others finished writing with teacher and/ or peers.						
	23	Can proof read own writing and make relevant corrections, e.g. can check verb tense consistency, spelling, grammar and punctuation.						
	24	To attempt to interest the reader through creating characters and settings.						
	25	Writing is appropriate for different purposes, follows forms of narrative (real and fictional), recount and poetry.						
Scoring System	Not at age expected	0 – 5 marks (ARE)	1+	Total				
	Autumn	6 – 10 marks (ARE)	2-	Grade				
	Spring	11 – 18 marks (ARE)	2=	KPI				
	Summer	19 – 25 marks (ARE)	2+					
	52% of objectives met at G (Greater Depth)			2G				

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Children should write for a range of audiences and purposes including, recounts, re-tell, letters, instructions, reports, diaries, persuasion, poetry, explanation, narrative.								
KPI	1	Writing has clear structure across a range of genre.						
	2	Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or event (topic sentence). (e.g. change of character, time, place and event).						
	3	Correctly writes simple sentences dictated by the teacher/independently that include words using phonetically plausible and common exception words & punctuation taught so far.						
	4	Writing is of consistent size and is neat.						
	5	Uses fronted adverbials (e.g. start with time connective or adverb) followed by a comma.						
Spelling	6	Can spell all of the Year1/2 words and most of the Year3/4 words correctly in my writing.						
	7	Uses the possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular plurals.						
	8	Can use the first two or three letters of a word to check its spelling in a dictionary.						
Handwriting	9	Uses the diagonal and horizontal strokes that are needed to join letters correctly and understands which letters are best left unjoined.						
Sentence Structure	10	Punctuates direct speech accurately (e.g. comma after reporting clause: end punctuation within inverted commas).						
	11	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases eg 'The teacher' expanded to 'The strict maths teacher with curly hair sat on his desk'.						
	12	Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.						
	13	Sentences include prepositions e.g. before, after, during, in, because of, under or prepositional phrase.						
	14	Uses Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was).						
	15	Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters.						
	16	Write a complete story with a full sequence of events in narrative order.						
	17	To write narrative that develops character, setting and plot.						
Composition and Effect	18	To improve a section through re-drafting.						
	19	Can discuss and record more detailed ideas for writing in the form of planning.						
	20	Begin to use similes to add description to the writing.						
	21	Reads aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.						
	22	Can evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.						
	23	To begin to use both a formal and an informal style.						
	24	To choose vocabulary for effect to reflect audience and purpose.						
	25	Can identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun						
Scoring System	Not at age expected	0 – 5 marks (ARE)	3+	Total				
	Autumn	6 – 10 marks (ARE)	4-	Grade				
	Spring	11 – 18 marks (ARE)	4=	KPI				
	Summer	19 – 25 marks (ARE)	4+					
	52% of objectives met at G (Greater Depth)		4G					

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Children should write for a range of audiences and purposes including, recounts, re-tell, letters,, reports, diaries, persuasion, poetry, explanation, narrative, discussion.										
KPI	1	Can join writing legibly and fluently.								
	2	Ideas across paragraphs are linked using a wide range of cohesive devices.								
	3	Length and focus of sentences vary and includes embedded subordinate clauses.								
	4	Identify the audience for and purpose of the writing selecting the appropriate form.								
	5	Ensures the consistent and correct use of tense throughout a piece of writing.								
Spelling	6	Can spell most of the Year3/4 words and some of the Year5/6 words correctly in my writing.								
	7	Knows that some words have silent letters and can spell them correctly (e.g. knight, psalm).								
	8	Can write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, ably, ibly etc).								
Handwriting	9	Can use a dictionary to check meaning and spelling of words and a thesaurus to find synonyms using the first three or four letter of a word.								
	10	Can join writing legibly and fluently with increased speed.								
Sentence Structure	11	Uses brackets, dashes and/or commas to indicate parenthesis.								
	12	Uses commas to mark clauses in more complex sentences.								
	13	Uses a range of expanded noun phrases.								
	14	Uses modal verbs or adverbs to indicate degrees of possibility (e.g. might, should, will, must).								
	15	Can mark relationships of time and cause, through the use of perfect form of verbs.								
	16	Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.								
	17	Can understand the purpose of different conjunctions and use them appropriately across different types of writing.								
Composition and Effect	18	Can use both reported and direct speech with correct punctuation.								
	19	Imaginative detail and precise vocabulary included for effect, for example to engage as well as to inform.								
	20	In narrative can use dialogue to help convey character and advance the action.								
	21	In narrative describes settings, characters and atmosphere using expressive or figurative language (words and phrases).								
	22	Can write at the appropriate pace to ensure that writing tasks reach a conclusion/ending.								
	23	Can perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.								
	24	To select vocabulary and grammatical structures that reflect the level of formality required mostly correctly within a piece of writing.								
	25	Can identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.								
Scoring System	Not at age expected	0 – 5 marks (ARE)	4+	Total						
	Autumn	6 – 10 marks (ARE)	5-	Grade						
	Spring	11 – 18 marks (ARE)	5=	KPI						
	Summer	19 – 25 marks (ARE)	5+							
	52% of objectives met at G (Greater Depth)			5G						

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Children should write for a range of audiences and purposes including, recounts, re-tell, letters,, reports, diaries, persuasion, poetry, explanation, narrative, discussion.										
KPI	1 IF	Writes legibly, fluently and at appropriate speed.								
	2	Selects appropriate form of writing for a task and other similar writing.								
	3 IF	Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure and the overall direction of the text is supported by clear links between paragraphs.								
	4 IF	To use all of the following punctuation most correctly: inverted commas for speech; commas for clarity; brackets or commas for separation.								
	5	To use imaginative detail and precise vocabulary included for effect, for example to engage as well as inform in a range of writing. (link to the IF creating atmosphere)								
Spelli	6 IF	Spelling mostly correct from year 5 and 6 word lists (Appendix 1)								
	7	Can add prefixes and suffixes and knows more complex letter strings.								
	8	Understands how words are related as synonyms and antonyms								
Sentence Structure	9 IF	Can use hyphens to help avoid ambiguity								
	10	To use a wide range of clause structures, sometimes varying their position within the sentence for effect on the reader.								
	11	Make some correct use of punctuation to mark the boundary between independent clauses, including, commas, semi colons, dashes and colons.								
	12 IF	Using different verb forms accurately								
	13	To use adverbs, prepositional phrases and expanded noun phrases effectively.								
	14 IF	Uses passive voice to effect the presentation of information within a sentence (passive voice)								
	15	Uses layout devices to structure text appropriately (e.g. headings, columns, bullets or tables etc).								
	16 IF	To use a range of main, subordinate and relative clauses to develop explain my ideas.								
Composition and Effect	17 IF	To use an advanced range of conjunctions which fit the style of writing.								
	18 IF	To create atmosphere, and integrating dialogue to convey character and advance the action.								
	19	Beginning to manage shifts in levels of formality e.g. selecting vocabulary and manipulating grammatical structures								
	20 IF	Uses a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs.								
	21	Ensure my sentences are grammatically correct through proof readings and correcting.								
	22 IF	Use grammatical structures/ features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.								
	23	Can write and perform their own compositions confidently, using appropriate intonation, volume, and movement so that meaning is clear.								
	24	Can effectively evaluate and edit their own and others' writing.								
	25	Can identify, understand and use terminology accurately and appropriately in discussing their writing and reading.								
Scoring System	Not at age expected		0 – 5 marks (ARE)	5+	Total					
	Autumn		6 – 10 marks (ARE)	6-	Grade					
	Spring		11 – 18 marks (ARE)	6=	KPI					
	Summer		19 – 25 marks (ARE)	6+						
	52% of objectives met at G (Greater Depth)			6G						