## **WRITING CRITERIA**

Name:	Academic Year:										
	Rec.	У1		У2	УЗ	3	У4		У5	У6	
	W	orking Towar	ds the	e Expec	ted Sta	indard:					
Pupil(s) are beginning to meet the				•							
To write for a range of purposes an sustained, well-paced and logical.	d audiences with i	deas that are usud	ally								
To select appropriate grammar and audience of their writing.	vocabulary to mat	ch the purpose an	d								
To describe settings, characters an of the reader.	d atmosphere with	n increasing aware	ness								
To begin to use dialogue to convey o	ı character and ad	vance the action.									
To use organisational and presentat type, e.g. headings, bullet points, un		are relevant to th	ne text								
To create paragraphs that are usua awkward).	lly suitably linked	(some transitions	may be								
To proofread their work and assess others' writing and make necessary		s of their own and									
To use the full range of punctuation	from previous ye	ar groups.									

To begin to use commas to clarify meaning or to avoid ambiguity.				
To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.				
To begin to experiment with relative clauses with support and modelling.				
To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.				
To spell some verb prefixes correctly, e.g. <b>de</b> activate, <b>over</b> turn, <b>mis</b> conduct, etc.				
To begin to convert nouns or adjectives into verbs using suffixes, e.g. design <b>ate</b> , class <b>ify</b> , critic <b>ise</b> , etc.				
To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.				
To spell some words correctly from the Y5/6 statutory spelling list.				
To write legibly, fluently and with increasing speed.				

Working at the Ex	Working at the Expected Standard:										
Pupil(s) are beginning to independently apply their knowledge:	•										
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.											
To describe settings, characters and atmosphere to consciously engage the reader.											
To use dialogue to convey a character and advance the action with increasing confidence.											
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.											
To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.											
To create paragraphs that are usually suitably linked.											
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.											
To use the full range of punctuation from previous year groups.											

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To use commas to clarify meaning or to avoid ambiguity with increasing						
accuracy.						
To use a wider range of linking words/phrases between sentences and						
paragraphs to build cohesion including time adverbials, e.g. later; place						
adverbials, e.g. nearby; and number, e.g. secondly.						
autor Brais, e.g. moar by, and maniper, e.g. secondry.						
To use relative clauses beginning with a relative pronoun (who, which, where,						
when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had						
made a new discovery.						
To the book to dealers on the control of the contro						
To use brackets, dashes or commas to begin to indicate parenthesis.						
To the advention and madel which he indicate decrease ( mask like to a small						
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely,						
perhaps, should, might, etc.						
To spell many verb prefixes correctly, e.g. <b>de</b> activate, <b>over</b> turn, <b>mis</b> conduct,						
etc.						
To convert nouns or adjectives into verbs using suffixes, e.g. designate,						
classify, criticise, etc.						
To spell many complex homophones correctly, e.g. affect/effect,						
practice/practise, etc.						
To spell many words correctly from the Y5/6 statutory spelling list.						
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To write legibly, fluently and with increasing speed.						
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Working at Greater Depth within the Expected standard:										
Pupil(s) are beginning to independently apply their knowledge:		•								
To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.										
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.										
To regularly use dialogue to convey a character and advance the action.										
To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.										
To consistently link ideas across paragraphs.										
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.										

To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				
To use commas consistently to clarify meaning or to avoid ambiguity.				
To use a wide range of linking words/phrases between sentences and				
paragraphs to build cohesion including time adverbials, e.g. later; place				
adverbials, e.g. nearby; and number, e.g. secondly.				
To use relative clauses beginning with a relative pronoun with confidence				
(who, which, where, when, whose, that, and omitted relative pronouns), e.g.				
Professor Scriffle, who was a famous inventor, had made a new discovery.				
To use brackets, dashes or commas to indicate parenthesis.				
To use a range of adverbs and modal verbs to indicate degrees of possibility,				
e.g. surely, perhaps, should, might, etc.				
To spell most verb prefixes correctly, e.g. <b>de</b> activate, <b>over</b> turn, <b>mis</b> conduct,				
etc.				
To regularly convert nouns or adjectives into verbs using suffixes, e.g.				
design <b>ate</b> , class <b>ify</b> , critic <b>ise</b> , etc.				
To spell most complex homophones correctly, e.g. affect/effect,				
practice/practise, etc.				
To spell most words correctly from the Y5/6 statutory spelling list.				

To write legibly, fluently and with increasing speed.				