



Working towards the Expected standard (WT)

- Write for a range of purpose
- Use paragraphs to organise ideas
- In narratives describe settings and characters
- Write legibly
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- Spell correctly most words from the Y3/Y4 spelling list, and some from the Y5/6 spelling list

TERM ONE	TERM TWO	TERM THREE
On track for EXPECTED standard (EXP) <u>Composition</u> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)- formal and informal • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • In narratives, use a range of techniques to describe settings, character and atmosphere • Where appropriate, use some layout devices, such as headings, sub-headings, underlining, bullets and tables to structure texts • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Evaluate, draft and re-draft with growing independence and effectiveness <u>Vocabulary, Grammar and Punctuation</u> • Integrate dialogue in narrative to convey character <u>and</u> advance the action • Use a range of verb tenses consistently and correctly throughout their writing (including subjunctive) • Use semi colons and colons to mark boundaries between independent clauses • Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech (capital letters, full stops, question marks, exclamation marks, commas in a list, commas for clauses, apostrophes for possession and contraction, hyphens, brackets and dashes) <u>Transcription</u> • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly • Maintain legibility in joined handwriting when writing at speed	On track for EXPECTED standard (EXP) <u>Composition</u> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing))- formal and informal • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • In narratives, use a range of techniques to describe settings, character and atmosphere • Where appropriate, use some layout devices, such as headings, sub-headings, underlining, bullets and tables to structure texts • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Evaluate, draft and re-draft with growing independence and effectiveness <u>Vocabulary, Grammar and Punctuation</u> • Integrate dialogue in narrative to convey character <u>and</u> advance the action • Use a range of verb tenses consistently and correctly throughout their writing (including subjunctive) • Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech (capital letters, full stops, question marks, exclamation marks, commas in a list, commas for clauses, apostrophes for possession and contraction, hyphens, semi-colons, colons, brackets and dashes) <u>Transcription</u> • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly • Maintain legibility in joined handwriting when writing at speed	On track for EXPECTED standard (EXP) <u>Composition</u> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing))- formal and informal • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • In narratives, use a range of techniques to describe settings, character and atmosphere • Where appropriate, use some layout devices, such as headings, sub-headings, underlining, bullets and tables to structure texts • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Evaluate, draft and re-draft with growing independence and effectiveness <u>Vocabulary, Grammar and Punctuation</u> • Integrate dialogue in narrative to convey character <u>and</u> advance the action • Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech (capital letters, full stops, question marks, exclamation marks, commas in a list, commas for clauses, apostrophes for possession and contraction, hyphens, semi-colons, colons, brackets and dashes) • Use a range of verb tenses consistently and correctly throughout their writing (including subjunctive) <u>Transcription</u> • Maintain legibility in joined handwriting when writing at speed • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly

Y6 Writing Progression Year A



On Track for GREATER DEPTH standard (GDS) • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this • Use a range of punctuation taught at key stage 2 correctly and precisely to enhance meaning, avoid ambiguity, organise information or manipulate the pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in a list, etc)	On Track for GREATER DEPTH standard (GDS) • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this • Use a range of punctuation taught at key stage 2 correctly and precisely to enhance meaning, avoid ambiguity, organise information or manipulate the pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in a list, etc)	On Track for GREATER DEPTH standard (GDS) • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this • Use a range of punctuation taught at key stage 2 correctly and precisely to enhance meaning, avoid ambiguity, organise information or manipulate the pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in a list, etc)
---	---	---

*Bold statements from TAF (Teacher Assessment Framework)

If the writing does not make sense, then work cannot be judged at expected standard

In term 3 100% of TAFs must be ticked in order to award the standard