



Year 3 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I always use capital letters, full stops, exclamation marks and question marks correctly in my writing.		
	I have started to use inverted commas to punctuate speech.		
	I have used commas to separate items in a list and sometimes to separate adjectives.		
	I have used apostrophes to show simple possession and sometimes for contractions.		
	I have sometimes used connectives such as before, after, if and as to link my ideas correctly in the middle of my sentences.		
	I have started to use time connectives at the start of a sentence such as firstly and finally.		
	I have used prepositions to express only time such as before and after.		
	I have used the form 'a' or 'an' according to whether the next word begins with a consonant or a vowel.		
Composition	I have produced a detailed piece of writing which is relevant to the task.		
	I have used more adventurous adjectives to build more complex noun phrases.		
	I have consistently used the correct key features in a longer piece of writing from examples of similar writing I have seen.		
	I have re-read my writing to check for meaning and so that it makes sense.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters.		



Year 3 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I always use capital letters, full stops, exclamation marks and question marks correctly in my writing.		
	I have used inverted commas to punctuate speech most of the time.		
	I have used commas to separate adjectives and items in a list.		
	I have used apostrophes for contractions and simple possession.		
	I have used connectives such as before, after, if and as to link my ideas in the middle of my sentence.		
	I have used adverbs and openers at the start of a sentence to express time such as then, next, soon and finally.		
	I have used prepositions to express time and place such as on Saturday, during, behind and beside.		
	I have used the perfect present form of verbs instead of the simple past.		
Composition	I have started to use paragraphs as a way to group related material.		
	I have continued to develop the use of more adventurous and varied vocabulary.		
	I have started to use simple devices such as headings and sub-headings to organise my writing clearly.		
	I have assessed the effectiveness of my work and made some improvements.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and recognise that some letters do not need to be joined.		



Year 3 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I always use capital letters, full stops, exclamation marks, question marks and commas correctly in my writing.		
	I have used inverted commas to punctuate speech and started to use other speech punctuation correctly.		
	I have used apostrophes for contractions and simple possession. I am beginning to use them for plural possession too.		
	I have used connectives such as before, after, if and as to link my ideas. I started to use these at the beginning of my sentences too.		
	Where appropriate, I am able to use explaining connectives such as I believe that, I think that or I am sure that to introduce an opinion.		
	I have used adverbs and openers at the start of my sentences to express time such as eventually and immediately.		
	I have used prepositions to express time, place and cause such as because of and due to.		
	I have used new nouns in my writing using different prefixes such as super, anti and auto.		
Composition	I have used paragraphs as a way to group related material.		
	I have continued to develop the use of more adventurous and varied vocabulary.		
	I have independently used simple devices such as headings and sub-headings to improve the effect of my writing.		
	I have assessed the effectiveness of my own and others' work and made some improvements.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		



Year 4 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used apostrophes for contractions and simple possession. I am beginning to use them for plural possession too.		
	I have used inverted commas to punctuate speech and started to use other speech punctuation correctly.		
	I have sometimes used commas after fronted adverbials.		
	I have sometimes used a range of connectives in the middle of my sentences such as until, although, since and while.		
	I have used fronted adverbials for time in my writing. For example: in the morning and before school ended.		
	I have started to use pronouns within my sentences to avoid repetition.		
	I have used the standard English form for verb inflections instead of the local spoken form. For example: we were instead of we was or I did instead of I done.		
Composition	I have used paragraphs as a way to group related material.		
	I have started to link my paragraphs through my use of pronouns.		
	I have used some different sentence structures to develop my writing.		
	I have assessed the effectiveness of my own and others' work and made some improvements.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		
	The legibility, shape and sizing of my letters are starting to become consistent.		



Year 4 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used apostrophes to mark singular and plural possession.		
	I have used inverted commas and other punctuation when using direct speech.		
	I have used commas after fronted adverbials.		
	I have used a range of connectives in the middle of my sentences such as until, although, since and while.		
	I have used fronted adverbials for time and place in my writing. For example: on the outskirts of the park and along the coast.		
	I have used pronouns within my sentences to avoid repetition.		
	I have used modifying adjectives to give more information about what I am writing about. For example: the strict maths teacher with curly hair.		
Composition	I have used paragraphs to organise ideas around a theme.		
	I have linked my paragraphs through my use of pronouns.		
	I have used an increasing range of sentence structures to develop my writing.		
	I have evaluated and editing my work in order to improve the consistency of my grammar and vocabulary.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		
	The legibility, shape and sizing of my letters are consistent.		



Year 4 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used apostrophes to mark singular and plural possession.		
	I have used inverted commas and other punctuation when using direct speech.		
	I have used different synonyms for said and included an adverb to explain how the words were spoken when adding dialogue in my writing.		
	I have used a range of connectives at the start and in the middle of my sentences such as until, although, since and while.		
	I have used fronted adverbials for time, place and manner in my writing. For example: furiously throwing down his belongings and cautiously approaching the door.		
	Where appropriate, I am able to use persuasive connectives such as on the other hand, furthermore and moreover to reinforce and opposing opinion.		
	I have used commas after fronted adverbials and I am beginning to use them when my sentences start with a connective.		
Composition	I have tried to sequence my ideas logically and have included a brief introduction and ending.		
	I have started to consider the audience for my writing.		
	I have used an increasing range of sentence structures to develop my writing. I have started to use short sentences effectively.		
	I have evaluated and editing my work in order to improve the consistency of my grammar and vocabulary. I can improve the use of pronouns in my sentences.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		
	The legibility, shape and sizing of my letters are consistent.		



Year 5 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have started to use commas to indicate parenthesis.		
	I have used relative clauses, beginning with who, to add extra information. I have used commas around these clauses to make sure they are clear.		
	I have used connectives, such as despite, even though, whenever and whereas, in the middle of my sentences.		
	I have indicated possibility by using some adverbs. For example: perhaps or surely.		
	I have mostly used tense correctly throughout my piece of writing.		
Composition	I have sometimes considered the audience and purpose for my writing.		
	I have linked ideas across paragraphs using adverbials of time (meanwhile) or number (secondly).		
	I have included short sentences in my writing to build tension. For example: he instantly froze.		
	In narrative, I have used dialogue to give clues about the story setting or atmosphere.		
	When necessary, I have used stylistic features such as underlining or bold lettering to convey meaning.		
	When editing, I have made changes to vocabulary, grammar and punctuation to improve the consistency.		
Handwriting	My writing is sometimes legible and fluent with increasing speed.		



Year 5 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have started to use brackets, dashes or commas to indicate parenthesis.		
	I have used relative clauses beginning with who, which, where and when to add extra information. I have used commas around these clauses to make sure they are clear.		
	I have used connectives, such as despite, even though, whenever and whereas, at the start and in the middle of my sentences. I have remembered my commas when using them at the beginning.		
	I have indicated possibility by using some adverbs or modal verbs. For example: perhaps, surely or might.		
	I have consistently used tense correctly throughout my piece of writing.		
Composition	I have considered the audience and purpose for my writing.		
	I have used more sophisticated time connectives to build cohesion within and across a paragraph such as after that or subsequently.		
	I have linked ideas across paragraphs using adverbials of time (meanwhile), place (nearby) or number (secondly).		
	I have included short sentences in my writing to build tension or show the passing of time. For example: he instantly froze or into a deep sleep she fell.		
	In narrative, I have given clues about a character through the speech I have used.		
	When necessary, I have used stylistic features such as underlining, bold lettering or inverted commas to convey meaning.		
	When editing, I have made changes to vocabulary, grammar and punctuation to enhance effect.		
Handwriting	My writing is usually legible and fluent with increasing speed.		



Year 5 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I confidently use brackets, dashes or commas to indicate parenthesis.		
	I have used relative clauses, where I have omitted the relative pronoun, to add extra information. For example: the man, shaking with fury, approached the bank.		
	Where appropriate, I am able to use cause and effect connectives such as therefore, consequently and as a result to enhance my writing.		
	I have used expanded noun phrases to convey complicated information concisely. For example: the Tudor vessel circumnavigated the untouched island.		
	I have consistently used tense correctly throughout my piece of writing.		
Composition	I have consistently considered the audience and purpose for my writing.		
	I have linked ideas across paragraphs using adverbials of time (meanwhile), place (nearby), number (secondly) or tense choice (he had seen her before).		
	I have included short sentences in my writing to build tension or show the passing of time or reinforce what has been said. For example: “Don’t call me anymore. I’m serious!”		
	In narrative, I have given clues about a character, setting or atmosphere through the speech I have used.		
	When necessary, I have used stylistic features such as italics, underlining, bold lettering or inverted commas to convey meaning.		
	When editing mine and others’ work, I have made changes to vocabulary, grammar and punctuation to enhance effect.		
Handwriting	My writing is legible and fluent with increasing speed.		



Year 6 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used a range of punctuation mostly accurately, including a comma after fronted adverbials, possessive apostrophes for plural nouns and punctuation for direct speech.		
	I have used noun phrases to expand and develop my ideas or descriptions. For example: the colossal mountains stood in the distance.		
	I have used relative clauses beginning with who, which and that to add detail and description.		
	I have used fronted adverbials to vary my sentence structure.		
	I have used verb forms appropriately so that my sentences are grammatically correct. For example: adding 's' or 'ed'.		
Composition	I have demonstrated features of the selected genre which are appropriate to the audience and drawn from discussions and examples of similar writing.		
	I have created settings, characters and plot in my narrative.		
	I have used paragraphs to organise information and ideas around a theme.		
	I have used adverbials of time, place and number to link my ideas across paragraphs.		
	My tense choices build up cohesion within and across paragraphs.		
	I have evaluated and edited my work in order to improve the consistency of my grammar and vocabulary.		
Handwriting	My handwriting is usually legible and fluent, including the appropriate use of letter shape. Sometimes I don't maintain this when I am writing at speed.		



Year 6 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used a range of punctuation mostly accurately such as brackets, colons and hyphens.		
	I have used expanded noun phrases to give more information on what I am writing about. For example: the colossal, tremendous mountains stood proudly in the distance.		
	I have confidently used a range of ways to show parenthesis. For example: dashes, commas and brackets.		
	I have used modal verbs and adverbs to suggest that something is going to happen in my writing.		
	I have used vocabulary and grammatical choices to suit formal or informal writing.		
Composition	I have written with a clear purpose and included relevant content to interest the reader.		
	I have made sure that my content is balanced. For example between action, description and dialogue or fact and comment.		
	I have broken my ideas into paragraphs and my ideas are grouped by related points.		
	I have started to make connections between paragraphs. For example by using ellipses, repetition or adverbials.		
	If necessary, I have used a range of organisational and presentational devices such as bullet points or tables to guide the reader.		
	I have evaluated and edited my work in order to make important changes to vocabulary, grammar and punctuation which has enhanced the effect and clarified the meaning.		
Handwriting	I have used a fluent style of handwriting and my letter shapes are clear. I recognise when I should join or not join my letters.		



Year 6 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used a range of punctuation accurately and appropriately. For example: I have used semi-colons, colons and dashes to mark boundaries between independent clauses.		
	My word choices are precise and always accurate within the context of my sentence.		
	I have used an embedded clause to elaborate on my ideas and my sentence might contain more than one subordinate clause.		
	I have used a range of verb forms to develop meaning and have chosen the appropriate verbs.		
	I have varied my sentences lengths and structures to help expand on my ideas or provide emphasis.		
Composition	I have confidently written for the correct purpose and audience. I have adapted the typical features to suit what I am writing about.		
	I have adapted and developed my characters and settings using ideas from books I have read and imaginative detail.		
	I have broken my ideas into paragraphs which enable me to develop and control my content. My ideas could be prioritised to build tension.		
	I have used a wide range of devices to link the text together such as deliberate repetition, precisely chosen adverbials and correct use of tense throughout.		
	I have considered a range of ways to shape my text in order to appeal to the reader such as headings, sub-headings and diagrams.		
	I have edited my vocabulary, grammar and punctuation choices to enhance my writing.		
Handwriting	I have used a fluent style of handwriting and my letter shapes are clear when writing at speed. I recognise when I should join or not join my letters.		