

English Writing KPI's Expected and Greater Depth

Depth of learning at KS1 for all learners includes:

- reflecting on their word choices and explaining the intended impact on the reader
- transferring and applying skills and techniques (vocabulary, punctuation and structure) in writing across the curriculum
- revising and editing sentences for sense, including punctuation to demarcate sentences

Year 1 Expected	Year 1 Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <p>Sequence sentences to form short narratives</p> <p>Punctuate sentences using a capital letter and a full stop mostly correctly</p> <p>Use conjunctions to join clauses e.g. 'and'</p> <p>Leave spaces between words</p> <p>Use a capital letter for the personal pronoun 'I'</p> <p>Use a capital letter for names of people, places, the days of the week mostly correctly</p> <p>Spell words containing each of the 40+ phonemes already taught mostly accurately</p> <p>Show some accurate use of -ing -ed -er -est where no change is needed in the spelling of root words for example: helping, helped, helper</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Link sentences together with increasing fluency to form a short narrative</p> <p>Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately</p> <p>Draw on stories they know to inform their language and sentence structure in their writing</p> <p>Reread writing and make appropriate revisions so that the word choices are effective</p>

English Writing KPI's Expected and Greater Depth

Year 2 Expected	Year 2 Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>Spell many common exception words *</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proofreading corrections to their own writing</p> <p>Use the punctuation taught at Key Stage 1 mostly correctly ^</p> <p>Spell most common exception words *</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, ful, -less, -ly) *</p> <p>Use the diagonal and horizontal strokes needed to join some letters.</p>
<p>*Detailed in the word lists in the spelling appendix to the National Curriculum ^Detailed in the grammar and punctuation appendix to the National Curriculum</p>	

English Writing KPI's Expected and Greater Depth

Depth of learning at LKS2 for all learners includes:

- reflecting on their word choices and explaining the intended/implied impact on the reader
- transferring and applying skills and techniques (vocabulary, punctuation and structure) in writing across the curriculum
- proofreading, editing and revising writing for clarity

Year 3 Expected	Year 3 Greater Depth
<p>The pupil can:</p> <p>Write effectively for a range of purposes and audiences, using appropriate language</p> <p>In narratives, develop settings, characters and plot</p> <p>Include dialogue in narrative, punctuated with inverted commas</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although</p> <p>Use adverbs and prepositions to express time and cause</p> <p>In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)</p> <p>Begin to use accurate verb tenses and subject-verb agreement in pieces of writing</p> <p>Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession</p>	<p>The pupil can:</p> <p>Use sentences which enhance meaning through specific vocabulary and language choices</p> <p>Show some awareness of purpose through selection of relevant content and an attempt to interest the reader</p> <p>Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively</p>

English Writing KPI's Expected and Greater Depth

Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list

Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones

Use legible, joined handwriting

English Writing KPI's Expected and Greater Depth

Year 4 Expected	Year 4 Greater Depth
<p>The pupil can:</p> <p>Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader</p> <p>In narratives, describe settings and characters, using a range of descriptive devices</p> <p>Include correctly punctuated dialogue in narrative</p> <p>Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion</p> <p>Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</p> <p>Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession</p> <p>Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently</p> <p>Use legible, joined handwriting</p>	<p>The pupil can:</p> <p>Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis</p> <p>Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)</p> <p>Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader</p> <p>Choose language used in dialogue effectively to convey the characters thoughts and feelings</p>

English Writing KPI's Expected and Greater Depth

Depth of learning at UKS2 for all learners includes:

- reflecting on their word choices and explaining the intended/implied impact on the reader
- maintaining a voice throughout an extended piece which shows control and awareness of the audience and language
- transferring and applying skills and techniques (vocabulary, punctuation and structure) in writing across the curriculum
- proofreading, editing and revising writing for clarity

Year 5 Expected	Year 5 Greater Depth
<p>The pupil can:</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures</p> <p>Include dialogue within narratives to develop characters</p> <p>Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun</p> <p>Begin to manipulate sentence structure for effect</p> <p>Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place</p> <p>Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</p>	<p>The pupil can:</p> <p>Manage shifts in viewpoint within a piece of writing with careful selection of language</p> <p>Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices</p> <p>Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader</p> <p>Use the passive and active voice appropriately to control the level of formality of a piece of writing</p> <p>Use a range of punctuation to enhance meaning</p>

English Writing KPI's Expected and Greater Depth

Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists

Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum

Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught

Use a dictionary to check the spelling of more uncommon or ambitious vocabulary

Maintain legible, joined handwriting

English Writing KPI's Expected and Greater Depth

Year 6 Expected	Year 6 Greater Depth
<p>The pupil can:</p> <p>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)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>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)</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</p>	<p>The pupil can:</p> <p>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 (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register **</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity ^</p>

English Writing KPI's Expected and Greater Depth

Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
---	--

Maintain legibility in joined handwriting when writing at speed	
---	--

*Detailed in the word lists in the spelling appendix to the National Curriculum

^Detailed in the grammar and punctuation appendix to the National Curriculum; pupils are expected to be able to use the range from the appendix in their writing, but it does not mean that every single punctuation mark must be evident

**Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar