



Sutton St James CP School

Assessment without Levels - Writing Age Expectations for Reception Pupils



Early Years Foundation Stage		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Can verbalise using simple sentences and phrases when prompted ▪ To be able to talk in the present tense 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Can verbalise using accurate sentences and phrases in an appropriate context ▪ To be able to talk in the present tense and the past and future when prompted 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Beginning to combine words into simple phrases and sentences (ELG 10) ▪ Use past, present and future forms accurately when talking about events (ELG 3)
<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Single words are used appropriately and convey meaning 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Ideas are organised as simple phrases 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Ideas are organised and recorded as simple phrases and sentences
<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing can be read by self but meaning is not always consistent, writing for more than one purpose ▪ Develop simple narratives and explanations 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing can be read by self with consistent meaning, writing for more than one purpose ▪ Develop simple narratives and explanations with some connecting ideas 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing can be read by self and others and make sense of the text, writing for a range of purposes in meaningful contexts (ELG 10) ▪ Develop own narratives and explanations by connecting ideas and events (ELG 3)
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Limited phonic knowledge does not delay the development of emergent writing for a range of purposes ▪ Awareness that some words do not follow consistent phonetic pathways 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Phonetically plausible spelling of simple words in ways which match spoken sounds ▪ Some irregular common words can be spelt accurately and with consistency 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Phonetically plausible spelling using phonic knowledge to write words in ways which match spoken sounds ▪ May include some irregular common words (ELG 10)
<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ To make marks using media of own choice 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Handle a range of media for mark-making 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Handle equipment and tools effectively including pencils for writing (ELG 4)



Sutton St James CP School

Assessment without Levels - Writing Age Expectations Year 1 Pupils



Year 1		
Autumn Term	Spring Term	Summer Term
<p>Sentence Structure</p> <ul style="list-style-type: none"> Words combined into phrases and sentences orally Ideas predominantly joined using 'and' when talking aloud 	<p>Sentence Structure</p> <ul style="list-style-type: none"> Words combined into simple written phrases and sentences orally Ideas predominantly joined using 'and' with evidence of this in some writing 	<p>Sentence Structure</p> <ul style="list-style-type: none"> Words combined into phrases and simple sentences Ideas predominantly joined using 'and'
<p>Punctuation</p> <ul style="list-style-type: none"> Can recognise capital letters and full stops during class or individual reading Use of capital letters at the beginning of a sentence and a full stop at the end 	<p>Punctuation</p> <ul style="list-style-type: none"> Can recognise capital letters and full stops during class or individual reading and begin to include in writing Use of capital letters at the beginning of a sentence, a full stop at the end, and to recognise the personal pronoun 'I' 	<p>Punctuation</p> <ul style="list-style-type: none"> Some awareness of where to place capital letters and full stops Some accurate use of capital letters used for names and the personal pronoun 'I'
<p>Text Organisation</p> <ul style="list-style-type: none"> Beginning to organise ideas into an appropriate order of sentences orally 	<p>Text Organisation</p> <ul style="list-style-type: none"> Beginning to organise ideas into an appropriate order of sentences orally and in some writing 	<p>Text Organisation</p> <ul style="list-style-type: none"> Beginning to organise ideas into an appropriate order of sentences
<p>Composition and Effect</p> <ul style="list-style-type: none"> Simple sentences sequenced to form short narratives and some key features may be present Orally composed sentences contain relevant detail Some awareness of purpose with basic ideas and content usually linked task and developed orally Some appropriate word choices to convey key ideas Single viewpoint indicated 	<p>Composition and Effect</p> <ul style="list-style-type: none"> Simple sentences sequenced to form short narratives and many key features may be present Orally composed sentences contain much relevant detail Some awareness of purpose with basic ideas and content usually linked to task and independently recorded Some appropriate word choices to convey most ideas Single viewpoint indicated and developed orally 	<p>Composition and Effect</p> <ul style="list-style-type: none"> Sentences sequenced to form short narratives and many key features may be present Written composition resembles orally composed sentences Some awareness of purpose with basic ideas and content usually linked to task Appropriate word choices to convey key ideas Single viewpoint indicated in writing
<p>Spelling</p> <ul style="list-style-type: none"> Accurately spell some words that contain each of the 40+ phonemes and provide phonetically plausible attempts Accurately spell some common words and high frequency words 	<p>Spelling</p> <ul style="list-style-type: none"> Accurately spell most words that contain each of the 40+ phonemes and provide phonetically plausible attempts Accurately spell most common words and high frequency words 	<p>Spelling</p> <ul style="list-style-type: none"> Accurately spell words containing each of the 40+ phonemes and provide phonetically plausible attempts Accurately spell common exception words and high frequency words
<p>Handwriting</p> <ul style="list-style-type: none"> Some letters and digits correctly formed and orientated 	<p>Handwriting</p> <ul style="list-style-type: none"> Some letters and digits correctly formed and orientated 	<p>Handwriting</p> <ul style="list-style-type: none"> Most letters and digits correctly formed and orientated



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Assessment without Levels - Writing Age Expectations Year 2 Pupils



Year 2		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Simple and compound sentences predominantly used and co-ordination with 'and' ▪ Beginning to subordinate using 'when', 'if' ▪ Nouns and verbs occasionally modified using adjectives and adverbs ▪ Declarative sentence function consistently established in writing ▪ Awareness of past and present tense 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Simple and compound sentences predominantly used and co-ordination with 'or', 'and' ▪ Beginning to subordinate using 'when', 'if', 'that' ▪ Noun phrases used for description ▪ Declarative sentence function consistently established in writing, some understanding of interrogative and exclamatory sentence function ▪ Some consistency in use of tense 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Simple and compound sentences predominantly used and co-ordination with 'or', 'and', 'but' ▪ Beginning to subordinate using 'when', 'if', 'that', 'because' ▪ Noun phrases used for description and specification ▪ Some variation in sentence function (declarative, interrogative, exclamatory and Imperative) ▪ Past and present tense generally consistent
<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences occasionally demarcated with capital letters and full stops ▪ Awareness of question marks and exclamation marks in reading and guided teaching ▪ Awareness of the longer form of common contractions 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences usually demarcated with capital letters and full stops ▪ Awareness of question marks, exclamation marks and commas in reading and guided teaching ▪ Awareness of the apostrophe in reading and guided teaching 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences mostly demarcated with capital letters and full stops ▪ Some use of question marks, exclamation marks and commas ▪ Some accurate use of the apostrophe to mark singular possession
<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Simple sentences sequenced to convey meaning 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Ideas organised through a sequence of sentences 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Ideas clearly organised through a sequence of sentences
<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Simple sentences have purpose and meaning ▪ Simple sentences are modified to provide some additional information for the reader ▪ Single viewpoint indicated 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing has purpose and meaning but not always relevant to the task ▪ Vocabulary choices are usually relevant and provide some additional information for the reader ▪ Viewpoint usually indicated 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Some awareness of purpose with ideas and content generally relevant to the task ▪ Vocabulary choices are relevant and provide additional information for the reader ▪ Viewpoint indicated
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Accurately spell some keywords ▪ Accurately spell focus exception words ▪ Accurately spell longer form of common contractions 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Accurately spell the majority of the first 200 keywords ▪ Accurately spell some common exception words ▪ Simple contractions are usually spelt correctly 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Accurately spell some words with phonemes that have more than one grapheme representation ▪ Accurately spell common exception words ▪ Usually correct spelling of contracted forms
<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Words can be identified through spacing ▪ Some letters are correctly sized and formed 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Spacing between words is usually accurate ▪ Majority of letters are correctly sized and formed 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Appropriate spacing between words ▪ Clear letter formation with ascenders and descenders



Sutton St James CP School

Assessment without Levels - Writing

Age Expectations Year 3 Pupils



Year 3		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Some variety in sentence type, awareness of independent clause ▪ Occasional use of conjunctions, adverbs and simple propositions 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Range of sentence types used, awareness of independent and dependent clause ▪ A range of conjunctions, adverbs and prepositions used in writing with some accuracy 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Range of sentence types used, including complex sentence structure ▪ Beginning to express time, place and cause by using different conjunctions, adverbs and prepositions across sentences
<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with full stops, capital letters with awareness of question marks and exclamation marks within reading and guided teaching ▪ Awareness of when a character is speaking when reading aloud 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with full stops, capital letters and occasional use of question marks and exclamation marks ▪ Recognition of speech within reading and guided teaching 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with full stops, capital letters, question marks and exclamation marks ▪ Some use of speech punctuation
<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Writing is organised but ideas not consistently linked to the task ▪ Accurate use of titles in all writing 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Writing is organised logically with material related to the task ▪ Awareness of headings and sub-headings within reading and guided teaching 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Beginning to use paragraphs to group related material ▪ Writing organised with headings and sub-headings
<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing usually has purpose and meaning related to the task ▪ Plot, characters and setting are usually included within narrative writing ▪ Single and consistent viewpoint (main character) expressed 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing has purpose and meaning and will occasionally engage and interest the reader ▪ Within narrative, plot, characters and setting are consistently included ▪ Single viewpoint expressed for opinions, attitudes or position 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Awareness of purpose and reader through the selection of relevant content with an attempt to interest the reader ▪ Some development of settings, characters or plot expanded through vocabulary choices ▪ Viewpoint expressed for opinions, attitudes or position
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ High frequency words, including common exceptions, can be independently read and identified within the individual, group and class writing ▪ Some common homophones accurately spelt 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ High frequency words, including common exceptions, deployed within all writing ▪ Majority of common homophones accurately spelt 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Mostly correct spelling of high frequency words (including common exceptions) ▪ Usually correct selection of homophones
<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible style with consistent letter formation, sizing and spacing 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible style with consistent letter formation, deployment of common joins 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible style developing with consistent letter formation, sometimes joined



Sutton St James CP School

Assessment without Levels - Writing

Age Expectations Year 4 Pupils



Year 4		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Varied sentence structure to maintain interest of the reader ▪ Adjectives usually used to add detail within narrative ▪ Consistent use of single tense 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Some variation in sentence structure through consistent use of adverbials ▪ Adjectives consistently used to describe nouns ▪ Tense choices are usually appropriate and accurate 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Some variation in sentence structure through fronted adverbial openings ▪ Modifiers used to expand noun phrases ▪ Tense choices appropriate and accurate
<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with inconsistent use of speech ▪ Occasional but inconsistent use of commas within writing ▪ Recognition of the possessive apostrophe within reading and guided teaching 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with occasional use of speech ▪ Commas used to mark subordinate clauses ▪ Occasional but not consistent use of the possessive apostrophe 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated including speech ▪ Commas used to mark fronted adverbials ▪ Some accurate use of apostrophes to mark singular and plural possession
<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Simple paragraphs are established within writing ▪ Some use of pronouns to replace nouns 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Paragraphs used to organise ideas around a common theme ▪ Appropriate pronouns aid cohesion with occasional repetition 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Extended paragraphs used to organise ideas around a theme ▪ Use of pronouns and nouns within and across sentences aid cohesion and avoids repetition
<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Purpose and content sometimes engages the reader but too little or too much detail is often included ▪ Awareness of setting, characters and plot but not consistently developed ▪ Vocabulary is predictable but adds meaning for the reader ▪ The viewpoint of the main character is expressed and developed 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Purpose and content usually engages the reader ▪ Some detail has been used for settings, character and plot ▪ Some varied vocabulary adds meaning for the reader ▪ Viewpoint usually expressed and developed 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Clear purpose and content included to engage and inform the reader ▪ Detail developed for settings, character and plot ▪ Vocabulary choices and sentence structure support the reader to understand the writing ▪ Viewpoint expressed and developed
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Willingness to include words from the statutory lists for Year 3 and 4 but spelling remains inconsistent ▪ Use of some words that include the possessive apostrophe ▪ Regular prefixes and suffixes occasionally used correctly 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Some consistency in the spelling of words from the statutory lists for Years 3 and 4 ▪ Occasionally correct spelling of words with a possessive apostrophe ▪ Regular prefixes and suffixes usually used correctly 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Mostly accurate spelling of the words in the statutory word list for Years 3 and 4 ▪ Usually correct spelling of words with a possessive apostrophe ▪ Regular prefixes and suffixes used correctly
<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible and occasionally joined handwriting style with consistent letter formation, sizing and spacing 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible and usually joined handwriting style with consistent letter formation 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible joined handwriting style with consistent letter formation



Sutton St James CP School

Assessment without Levels - Writing

Age Expectations Year 5 Pupils



Year 5		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Range of sentence structures with limited variety in openings and subordination ▪ Sentences occasionally expanded with the inclusion of relevant clauses ▪ Degrees of possibility, prediction or permission are occasionally indicated through the use of adverbs and modal verbs ▪ Tense choices remain consistent across the narrative 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Range of sentence structures with some variety in openings and subordination ▪ Sentences usually expanded with the inclusion of relevant clauses ▪ Degrees of possibility, prediction or permission are usually indicated through the use of adverbs and modal verbs ▪ Tense choices usually link ideas across paragraphs 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Range of sentence structures with variety in openings and subordination ▪ Sentences expanded with the inclusion of relative clauses ▪ Degrees of possibility, prediction or permission are indicated through the use of adverbs and modal verbs ▪ Tense choices used to link ideas across paragraphs
<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with inconsistent use of the comma ▪ Beginning to indicate parenthesis with brackets 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with some use of the comma ▪ Beginning to indicate parenthesis with brackets and commas 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Sentences accurately demarcated with increased use of the comma ▪ Beginning to indicate parenthesis with brackets, dashes and commas
<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Paragraphs are usually cohesive but with limited awareness of how each paragraph is connected to the next ▪ Adverbials of time, place and number are occasionally used to link ideas across paragraphs 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Paragraphs are usually cohesive but with limited use of organisational devices ▪ Adverbials of time, place and number are usually used to link ideas across paragraphs 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Beginning to demonstrate use of simple devices to build cohesion within a paragraph ▪ Adverbials of time, place and number used to link ideas across paragraphs
<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing has purpose and meaning related to the task ▪ Settings, characters and atmosphere are well developed ▪ Vocabulary usually helps to clarify meaning ▪ Viewpoint usually established but not consistently maintained 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing has a clear purpose and meaning ▪ Settings, characters and atmosphere are developed with limited use of dialogue ▪ Vocabulary chosen for effect and usually clarifies meaning ▪ Viewpoint usually established and maintained 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing is clear in purpose and meaningful for the reader ▪ Detail developed and extended for settings, character and atmosphere, and some integration of dialogue between characters ▪ Vocabulary chosen for effect and to clarify meaning ▪ Viewpoint established and generally maintained
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Homophones and near homophones occasionally spelt correctly ▪ Inconsistent use of spelling patterns with silent letters 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Majority of homophones and near homophones spelt correctly ▪ Words with silent letters are usually spelt correctly 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Accurate selection of homophones and near homophones ▪ Mostly accurate spelling of words with silent letters or plausible alternatives
<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible joined handwriting style applied consistently 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible joined handwriting style but with limited variation in style appropriate to task 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible joined handwriting with variation in style appropriate to task



Sutton St James CP School

Assessment without Levels - Writing

Age Expectations Year 6 Pupils



Year 6		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Controlled use of a variety of sentence types with use of informal structures ▪ Emphasis created through accurate use of the active form to affect the presentation of information ▪ Tense is accurate but shows limited variation ▪ Accurate use of singular subject verb agreement 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Controlled use of a variety of sentence types with occasional use of formal and informal structures ▪ Emphasis created through usually accurate use of the passive to affect the presentation of information ▪ Usually consistent and correct use of tense throughout ▪ Usually correct subject and verb agreement 	<p style="text-align: center;">Sentence Structure</p> <ul style="list-style-type: none"> ▪ Controlled use of a variety of sentence types with appropriate use of formal and informal structures ▪ Emphasis created through accurate use of the passive to affect the presentation of information in a sentence ▪ Consistent and correct use of tense throughout ▪ Correct subject and verb agreement (singular and plural)
<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Punctuation used correctly and on a consistent basis ▪ Occasional use of the hyphen ▪ Most punctuation used to support features of layout 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Range of punctuation used, usually correctly; including semi-colon, colon and dash ▪ Usually accurate use of the hyphen ▪ Punctuation used to support features of layout 	<p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> ▪ Range of punctuation used, almost always correctly; including semi-colon, colon and dash ▪ Accurate use of the hyphen ▪ Variety of punctuation used to support features of layout
<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Some cohesive devices used to develop ideas within paragraphs ▪ Layout devices occasionally used 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Some cohesive devices used to develop ideas across paragraphs ▪ Layout devices usually used 	<p style="text-align: center;">Text Organisation</p> <ul style="list-style-type: none"> ▪ Range of cohesive devices used to develop ideas both within and across paragraphs ▪ Variety of layout devices used
<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing is usually clear in purpose but does not consistently adapt for different audiences ▪ Ideas developed for settings, characters, and atmosphere with dialogue occasionally integrated to convey character and advance the action ▪ Vocabulary chosen augments meaning ▪ Controlled viewpoint established 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing is usually clear in purpose and adapted for different audiences ▪ Ideas developed for settings, characters and atmosphere with dialogue usually integrated to convey character and advance the action ▪ Vocabulary usually chosen to create different effects and augment meaning ▪ Controlled viewpoint established and usually sustained 	<p style="text-align: center;">Composition and Effect</p> <ul style="list-style-type: none"> ▪ Writing is clear in purpose and adapted for different audiences ▪ Ideas developed and elaborated for settings, characters and atmosphere and the integration of dialogue to convey character and advance the action ▪ Vocabulary chosen to create different effects and augment meaning ▪ Controlled viewpoint established and sustained
<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Accurate spelling of all words in the statutory word lists for Year 5 ▪ Accurate spelling of some grammatical function words ▪ Accurate spelling of some derivational prefixes and suffixes 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Usually accurate spelling of the words in the statutory word lists for Years 5 and 6 ▪ Usually accurate spelling of most grammatical function words ▪ Usually correct spelling of most derivational prefixes and suffixes 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> ▪ Mostly accurate spelling of the words in the statutory word list for Years 5 and 6 ▪ Accurate spelling of most grammatical function words ▪ Correct spelling of most derivational prefixes and suffixes
<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible and fluent style appropriate to writing task 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible and fluent style appropriate to writing task 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> ▪ Legible and fluent style appropriate to writing task