

YEAR 1 WRITING CHECKLIST	
PHASE 1	Write simple, dictated sentences from memory.
	Write simple sentences starting with a noun / proper noun.
	Use determiners <i>e.g. the, and, an, my, your, his, her.</i>
	Use prepositions <i>e.g. up, down, in, into, out, to, onto, under inside, outside, above.</i>
	Sequence sentences to form short narratives and information texts.
	Discuss what they have written with the teacher.
	Read their writing aloud.
	Re-read their writing to check it makes sense.
	Spell words containing each of the 40+ phonemes already taught.
	Spell Y1 common exception words
	Spell days of the week.
	Name the letters of the alphabet in order.
	Use letter names to distinguish between alternative spellings of the same sound.
	Add prefixes.
	Add suffixes
	Use spelling rule for adding –s or –es.
	Begin to form lower-case letters in the correct direction, starting and finishing in the correct place.
	Correctly form capital letters.
	Correctly form digits 0-9.
	Leave spaces between words.
Begin to punctuate sentences using a capital letter and full stop.	
Use capital letters for names.	
Use capital letters for days of the week.	
Use capital letter for 'I'.	
PHASE 2	Write simple sentences starting with a personal pronoun.
	Use regular simple past tense verbs in a sentence <i>e.g. He walked to school.</i>
	Use adjectives to create noun phrases (adjective + noun),
	Use –ing, -er and –ed with root words.
	Begin to punctuate sentences using an exclamation mark.
	Write a compound sentence using 'and' or 'but'.
	Re-read writing to check that it makes sense and make suggested changes.
PHASE 3	Write simple and compound sentences.
	Use similes in writing.
	Add the prefix 'un'.
	Add prefixes and suffixes using –er and –est to root words.
	Spelling simple compound words.
GD	Write accurate simple and compound sentences.
	Write sentences in order to create texts that are well suited to purpose.
	Use specific nouns <i>e.g. terrier rather than 'dog'.</i>
	Use adjectives that are ambitious beyond the year group.
	Accurately spelling simple compound words.
	Using lead-in and lead-out strokes consistently and starting to join handwriting. Edit writing with their own suggested improvements.

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	Write simple sentences starting with a noun / proper noun.
	Use determiners <i>e.g. the, and, an, my, your, his, her.</i>
	Use prepositions <i>e.g. up, down, in, into, out, to, onto, under inside, outside, above.</i>
	Sequence sentences to form short narratives and information texts.
	Discuss what they have written with the teacher.
	Read their writing aloud.
	Re-read their writing to check it makes sense.
	Spell words containing each of the 40+ phonemes already taught.
	Spell Y1 common exception words
	Spell days of the week.
	Name the letters of the alphabet in order.
	Use letter names to distinguish between alternative spellings of the same sound.
	Add prefixes.
	Add suffixes
	Use spelling rule for adding –s or –es.
	Begin to form lower-case letters in the correct direction, starting and finishing in the correct place.
	Correctly form capital letters.
	Correctly form digits 0-9.
	Leave spaces between words.
Begin to punctuate sentences using a capital letter and full stop.	
Use capital letters for names.	
Use capital letters for days of the week.	
Use capital letter for 'I'.	
PHASE 2	Write simple sentences starting with a personal pronoun.
	Use regular simple past tense verbs in a sentence <i>e.g. He walked to school.</i>
	Use adjectives to create noun phrases (adjective + noun),
	Use –ing, -er and –ed with root words.
	Begin to punctuate sentences using an exclamation mark.
	Write a compound sentence using 'and' or 'but'.
	Re-read writing to check that it makes sense and make suggested changes.
PHASE 3	Write simple and compound sentences.
	Use similes in writing.
	Add the prefix 'un'.
	Add prefixes and suffixes using –er and –est to root words.
	Spelling simple compound words.
GD	Write accurate simple and compound sentences.
	Write sentences in order to create texts that are well suited to purpose.
	Use specific nouns <i>e.g. terrier rather than 'dog'.</i>
	Use adjectives that are ambitious beyond the year group.
	Accurately spelling simple compound words.
	Using lead-in and lead-out strokes consistently and starting to join handwriting. Edit writing with their own suggested improvements.

## YEAR 2 WRITING CHECKLIST

<b>PHASE 1</b>	Write narratives about personal experiences and those of others (real and fictional)
	Write about real events.
	Use adventurous vocabulary appropriate to task.
	Use brief openings and endings.
	Appropriately sequence ideas.
	Use a mixture of simple and compound sentences.
	Spell some common homophones correctly.
	Spell some common exception words correctly.
	Add suffixes including –ly and to exception words ending in –y.
	Form lower case letters of the correct size, relative to one another.
	Use some of the diagonal and horizontal strokes needed to join letters.
	Write capital letters and digits of the correct size and orientation.
	Use appropriate spacing between words.
	Use co-ordinating conjunctions <i>e.g. FANBOYS</i>
	Write expanded noun phrases to describe and specify.
	Use capital letters and full stops accurately to punctuate statements.
	Use question marks and exclamation marks.
	Use first, second and third person with subject-verb agreement.
	Use the imperative form of verbs.
	Use simple present tense with subject-verb agreement <i>e.g. He reads his book.</i>
Use present continuous tense <i>e.g. He is reading a book.</i>	
Add –ly to an adjective to make an adverb.	
Proof-read and edit work to correct spellings and up-level word choices.	
<b>PHASE 2</b>	Group ideas together and start to form paragraphs.
	Link related sentences through use of pronouns, time connectives or adverbials.
	Use the possessive apostrophe for singular nouns.
	Add suffixes including –ful, -less.
	Use a variety of sentence openers <i>e.g. adverbs, similes, prepositions.</i>
	Use subordination using when, if, that, because.
	Use commas to separate items in a list.
	Use apostrophe in contracted forms <i>e.g. can't, didn't, hasn't, couldn't, it's, I'll</i>
Proof-read and edit work to make additions, revisions and corrections.	
<b>PHASE 3</b>	Put spoken words into inverted commas starting with a capital letter.
	Add suffixes including –ment, -ness.
	Use the present and past tenses correctly including the progressive form.
	Add –ness and –er to form a noun.
	Use past continuous (progressive) tense <i>e.g. He was reading a book.</i>
<b>GD</b>	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
	Use a range of the KS1 punctuation correctly.
	Punctuate spoken words accurately including a speech verb and speaker.
	Spell words with a range of suffixes correctly.
	Use a range of prepositional phrases.
	Use onomatopoeia to add emphasis.
	Using a consistently joined handwriting style.

## YEAR 2 WRITING CHECKLIST

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	Write about real events.
	Use adventurous vocabulary appropriate to task.
	Use brief openings and endings.
	Appropriately sequence ideas.
	Use a mixture of simple and compound sentences.
	Spell some common homophones correctly.
	Spell some common exception words correctly.
	Add suffixes including –ly and to exception words ending in –y.
	Form lower case letters of the correct size, relative to one another.
	Use some of the diagonal and horizontal strokes needed to join letters.
	Write capital letters and digits of the correct size and orientation.
	Use appropriate spacing between words.
	Use co-ordinating conjunctions <i>e.g. FANBOYS</i>
	Write expanded noun phrases to describe and specify.
	Use capital letters and full stops accurately to punctuate statements.
	Use question marks and exclamation marks.
	Use first, second and third person with subject-verb agreement.
	Use the imperative form of verbs.
	Use simple present tense with subject-verb agreement <i>e.g. He reads his book.</i>
Use present continuous tense <i>e.g. He is reading a book.</i>	
Add –ly to an adjective to make an adverb.	
Proof-read and edit work to correct spellings and up-level word choices.	
<b>PHASE 2</b>	Group ideas together and start to form paragraphs.
	Link related sentences through use of pronouns, time connectives or adverbials.
	Use the possessive apostrophe for singular nouns.
	Add suffixes including –ful, -less.
	Use a variety of sentence openers <i>e.g. adverbs, similes, prepositions.</i>
	Use subordination using when, if, that, because.
	Use commas to separate items in a list.
	Use apostrophe in contracted forms <i>e.g. can't, didn't, hasn't, couldn't, it's, I'll</i>
Proof-read and edit work to make additions, revisions and corrections.	
<b>PHASE 3</b>	Put spoken words into inverted commas starting with a capital letter.
	Add suffixes including –ment, -ness.
	Use the present and past tenses correctly including the progressive form.
	Add –ness and –er to form a noun.
	Use past continuous (progressive) tense <i>e.g. He was reading a book.</i>
<b>GD</b>	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
	Use a range of the KS1 punctuation correctly.
	Punctuate spoken words accurately including a speech verb and speaker.
	Spell words with a range of suffixes correctly.
	Use a range of prepositional phrases.
	Use onomatopoeia to add emphasis.
	Using a consistently joined handwriting style.

YEAR 3 WRITING CHECKLIST	
PHASE 1	Writing narratives with setting, characters and plot.
	Writing non-narratives with some key features, including headings and sub-headings.
	Organise writing into simple paragraphs by grouping linked sentences together.
	Using a varied and interesting vocabulary.
	Appropriate verb tense used throughout a piece of writing.
	Some sentence variation including, statements, questions, exclamations, commands, simple and compound sentences.
	Apostrophes for contractions
	Prefixes 'un', 'dis', 'mis' used.
	Suffixes 'ly', 'ness', 'less' and 'ful' used.
	Some homophones spelt correctly.
	Nouns and pronouns used appropriately to avoid repetition.
	Conjunctions to show time, place and cause <i>e.g. when, before, after, while.</i>
	Inverted commas around words that are spoken.
	Full stops, capital letters, question marks and exclamation marks mostly accurate.
	Prepositions to add detail <i>e.g. in, below, under, through, on, beside, with.</i>
	'a' or 'an' used appropriately.
	Use the diagonal and horizontal strokes that are needed to join letters.
Write legibly and with a consistent style.	
Proof-reading work and editing punctuation and spelling errors.	
PHASE 2	Writing informs and interests the reader.
	Viewpoint is established but not always maintained.
	Increasing range of sentences with more than one clause.
	Subordinate conjunctions for complex sentences <i>e.g. when, if, because, although</i>
	Using a varied and ambitious vocabulary.
	Adverbs and prepositions to express time, place and cause.
	Commas used for lists.
	Present perfect verb form <i>e.g. I have walked.</i>
	Past perfect verb form <i>e.g. I had walked.</i>
Possessive apostrophe with plural nouns generally used correctly.	
Proof-reading work and editing to improve sentence types.	
PHASE 3	Writing includes expansion of detail to interest the reader.
	Some variation of modal verbs <i>e.g. could, should, would, might.</i>
	Fronted adverbials with commas.
	Correctly using inverted commas in writing.
	Y3/4 word list words spelt correctly.
GD	Writing texts with a clear beginning, middle and end and established viewpoint.
	Writing non-narratives with different organisational features.
	Deliberate, ambitious word choices to add detail, effect and to engage the reader.
	Adverbials to link sentences, paragraphs and sections.
	Subordinate clauses in different positions.
	Proof-reading confidently and amending work, correcting errors in grammar, punctuation and spelling.

YEAR 3 WRITING CHECKLIST	
PHASE 1	Writing narratives with setting, characters and plot.
	Writing non-narratives with some key features, including headings and sub-headings.
	Organise writing into simple paragraphs by grouping linked sentences together.
	Using a varied and interesting vocabulary.
	Appropriate verb tense used throughout a piece of writing.
	Some sentence variation including, statements, questions, exclamations, commands, simple and compound sentences.
	Apostrophes for contractions
	Prefixes 'un', 'dis', 'mis' used.
	Suffixes 'ly', 'ness', 'less' and 'ful' used.
	Some homophones spelt correctly.
	Nouns and pronouns used appropriately to avoid repetition.
	Conjunctions to show time, place and cause <i>e.g. when, before, after, while.</i>
	Inverted commas around words that are spoken.
	Full stops, capital letters, question marks and exclamation marks mostly accurate.
	Prepositions to add detail <i>e.g. in, below, under, through, on, beside, with.</i>
	'a' or 'an' used appropriately.
	Use the diagonal and horizontal strokes that are needed to join letters.
Write legibly and with a consistent style.	
Proof-reading work and editing punctuation and spelling errors.	
PHASE 2	Writing informs and interests the reader.
	Viewpoint is established but not always maintained.
	Increasing range of sentences with more than one clause.
	Subordinate conjunctions for complex sentences <i>e.g. when, if, because, although</i>
	Using a varied and ambitious vocabulary.
	Adverbs and prepositions to express time, place and cause.
	Commas used for lists.
	Present perfect verb form <i>e.g. I have walked.</i>
	Past perfect verb form <i>e.g. I had walked.</i>
Possessive apostrophe with plural nouns generally used correctly..	
Proof-reading work and editing to improve sentence types.	
PHASE 3	Writing includes expansion of detail to interest the reader.
	Some variation of modal verbs <i>e.g. could, should, would, might.</i>
	Fronted adverbials with commas.
	Correctly using inverted commas in writing.
	Y3/4 word list words spelt correctly.
GD	Writing texts with a clear beginning, middle and end and established viewpoint.
	Writing non-narratives with different organisational features.
	Deliberate, ambitious word choices to add detail, effect and to engage the reader.
	Adverbials to link sentences, paragraphs and sections.
	Subordinate clauses in different positions.
	Proof-reading confidently and amending work, correcting errors in grammar, punctuation and spelling.

YEAR 4 WRITING CHECKLIST	
PHASE 1	Writing narratives, which develop coherent plot, characters and setting.
	Writing non-narratives with simple organisational devices.
	Mixture of simple, compound and complex sentences accurately punctuated with full stops, capital letters, question marks and exclamation marks.
	Description and detail expanded through appropriate and precise vocabulary.
	Expanded noun phrases.
	Range of sentence openers <i>e.g. adverbs, similes, preposition, conjunctions</i>
	Commas used to punctuate lists.
	Paragraphs used to organise writing around a theme.
	Prefixes and suffixes spelt correctly.
	Common homophones spelt correctly.
	Nouns or pronouns chosen appropriately for clarity and to avoid repetition.
	Conjunctions to express time and cause.
	Direct speech punctuated correctly.
	Possessive apostrophe for regular single and plural nouns.
	Possessive pronouns <i>e.g. yours, mine, theirs, ours, hers, his, its.</i>
	Prepositions <i>e.g. in, on, above, below, through, beside, near</i>
	Modal verbs <i>e.g. could, should, would.</i>
Correctly joins letters in a cursive style.	
Legible, consistent, joined handwriting.	
Proof-reading and editing work to check spellings and up-level vocabulary.	
PHASE 2	Writing texts, which are clear in purpose with viewpoint consistently maintained.
	Powerful and ambitious vocabulary to interest the reader.
	Subordinate conjunctions to join clauses <i>e.g. when, if, because, although.</i>
	Adverbs and prepositions used to show time and cause
	Possessive apostrophe for irregular plural nouns.
	Inverted commas where the speech is preceded by the speaker.
	Standard English used accurately <i>e.g. 'we were' not 'we was'.</i>
	Fronted adverbials followed by a comma <i>e.g. Flying through the air, ...</i>
	Specific determiners <i>e.g. their, whose, this, that, these, those, which</i>
	Present perfect verb form <i>e.g. I have eaten, He has walked.</i>
Verb tense used accurately throughout a piece of writing.	
Proof-reading and editing grammar, punctuation and spelling.	
PHASE 3	Formal and informal language.
	Past perfect continuous verb form <i>e.g. He had been reading.</i>
	Y3/4 word list words spelt correctly.
	Proof-reading and editing punctuation, spelling and grammar, recognising where verbs and subjects don't agree.
GD	Writing well-structured and well-paced texts with viewpoint consistently maintained.
	Wide and varied range of punctuation.
	Expanded noun phrases with prepositions.
	Compound nouns with hyphens <i>e.g. passer-by, video-game, bird-of-prey</i>
	Embedded clauses with an 'ing' verb <i>e.g. Tom, smiling secretly, hid the pen.</i>
	Commas around subordinate clauses.
Proof-reading and editing errors in grammar, correcting repetitive language and amending nouns/pronouns for cohesion.	

YEAR 4 WRITING CHECKLIST	
PHASE 1	Writing narratives, which develop coherent plot, characters and setting.
	Writing non-narratives with simple organisational devices.
	Mixture of simple, compound and complex sentences accurately punctuated with full stops, capital letters, question marks and exclamation marks.
	Description and detail expanded through appropriate and precise vocabulary.
	Expanded noun phrases.
	Range of sentence openers <i>e.g. adverbs, similes, preposition, conjunctions</i>
	Commas used to punctuate lists.
	Paragraphs used to organise writing around a theme.
	Prefixes and suffixes spelt correctly.
	Common homophones spelt correctly.
	Nouns or pronouns chosen appropriately for clarity and to avoid repetition.
	Conjunctions to express time and cause.
	Direct speech punctuated correctly.
	Possessive apostrophe for regular single and plural nouns.
	Possessive pronouns <i>e.g. yours, mine, theirs, ours, hers, his, its.</i>
	Prepositions <i>e.g. in, on, above, below, through, beside, near</i>
	Modal verbs <i>e.g. could, should, would.</i>
Correctly joins letters in a cursive style.	
Legible, consistent, joined handwriting.	
Proof-reading and editing work to check spellings and up-level vocabulary.	
PHASE 2	Writing texts, which are clear in purpose with viewpoint consistently maintained.
	Powerful and ambitious vocabulary to interest the reader.
	Subordinate conjunctions to join clauses <i>e.g. when, if, because, although.</i>
	Adverbs and prepositions used to show time and cause
	Possessive apostrophe for irregular plural nouns.
	Inverted commas where the speech is preceded by the speaker.
	Standard English used accurately <i>e.g. 'we were' not 'we was'.</i>
	Fronted adverbials followed by a comma <i>e.g. Flying through the air, ...</i>
	Specific determiners <i>e.g. their, whose, this, that, these, those, which</i>
	Present perfect verb form <i>e.g. I have eaten, He has walked.</i>
Verb tense used accurately throughout a piece of writing.	
Proof-reading and editing grammar, punctuation and spelling.	
PHASE 3	Formal and informal language.
	Past perfect continuous verb form <i>e.g. He had been reading.</i>
	Y3/4 word list words spelt correctly.
	Proof-reading and editing punctuation, spelling and grammar, recognising where verbs and subjects don't agree.
GD	Writing well-structured and well-paced texts with viewpoint consistently maintained.
	Wide and varied range of punctuation.
	Expanded noun phrases with prepositions.
	Compound nouns with hyphens <i>e.g. passer-by, video-game, bird-of-prey</i>
	Embedded clauses with an 'ing' verb <i>e.g. Tom, smiling secretly, hid the pen.</i>
	Commas around subordinate clauses.
Proof-reading and editing errors in grammar, correcting repetitive language and amending nouns/pronouns for cohesion.	

YEAR 5 WRITING CHECKLIST	
PHASE 1	Describing settings, characters and atmosphere to engage the reader and advance action
	Dialogue used to convey character and move the action on in a story.
	Expanded noun phrases with prepositions.
	Technical vocabulary and precise/vivid language according to purpose.
	Related events or ideas organised into paragraphs or sections.
	Sentences mostly grammatically correct with subject-verb agreement.
	Sentences accurately punctuated with capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas.
	Verb tense choice generally appropriate.
	Variation of modal verbs used to show possibility <i>e.g. might, should, will, must.</i>
	Spelling verb prefixes correctly <i>e.g. dis- , de- , mis- , over- , re-</i>
	Spelling words with 'silent' letters.
	Complex homophones mostly spelt correctly.
	Relative clauses beginning with <i>who, which, where, when, whose</i> or <i>that</i> .
	Commas to punctuate clauses and phrases.
Suffixes <i>-ate -ify -ise</i>	
Write legibly and fluently with mainly cursive handwriting.	
Proof-read work and edit for vocabulary, grammar and punctuation up-levelling.	
PHASE 2	Viewpoint is established and generally maintained.
	Paragraphs developed with topic sentences and main ideas
	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly).
	Range of simple, compound and complex sentences.
	Varied sentence openers (ISPACE).
	Fronted prepositional phrases used for effect.
	Perfect form of verbs used to mark relationships of time and cause.
	Adverbs used to show possibility <i>e.g. perhaps, surely.</i>
	Consistent and correct use of tense throughout a piece of writing.
	Connectives used to build cohesion.
	Colons used to start a list.
Legible, fluent, cursive handwriting with increasing speed.	
Proof-read work and edit to enhance effects and clarify meaning.	
PHASE 3	Write using a wide range of devices to build cohesion within and across paragraphs.
	Brackets, commas and dashes used to indicate parenthesis.
	Y5/6 word list words spelt correctly.
	Proof-read work and edit to expand or reduce writing for meaning and effect.
GD	Sustained and accurate writing with appropriate structure, organisation and layout devices for a range of audiences and purposes.
	Describe settings, characters and atmosphere with carefully and specifically chosen vocabulary to enhance mood, clarify meaning and create pace.
	Varied range of punctuation consistently and accurately used.
	Figurative language regularly used for effect.
	Embedded clauses used to add detail and impact, including 'ed' and 'ing' clauses.

YEAR 5 WRITING CHECKLIST	
PHASE 1	Describing settings, characters and atmosphere to engage the reader and advance action
	Dialogue used to convey character and move the action on in a story.
	Expanded noun phrases with prepositions.
	Technical vocabulary and precise/vivid language according to purpose.
	Related events or ideas organised into paragraphs or sections.
	Sentences mostly grammatically correct with subject-verb agreement.
	Sentences accurately punctuated with capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas.
	Verb tense choice generally appropriate.
	Variation of modal verbs used to show possibility <i>e.g. might, should, will, must.</i>
	Spelling verb prefixes correctly <i>e.g. dis- , de- , mis- , over- , re-</i>
	Spelling words with 'silent' letters.
	Complex homophones mostly spelt correctly.
	Relative clauses beginning with <i>who, which, where, when, whose</i> or <i>that</i> .
	Commas to punctuate clauses and phrases.
Suffixes <i>-ate -ify -ise</i>	
Write legibly and fluently with mainly cursive handwriting.	
Proof-read work and edit for vocabulary, grammar and punctuation up-levelling.	
PHASE 2	Viewpoint is established and generally maintained.
	Paragraphs developed with topic sentences and main ideas
	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly).
	Range of simple, compound and complex sentences.
	Varied sentence openers (ISPACE).
	Fronted prepositional phrases used for effect.
	Perfect form of verbs used to mark relationships of time and cause.
	Adverbs used to show possibility <i>e.g. perhaps, surely.</i>
	Consistent and correct use of tense throughout a piece of writing.
	Connectives used to build cohesion.
	Colons used to start a list.
Legible, fluent, cursive handwriting with increasing speed.	
Proof-read work and edit to enhance effects and clarify meaning.	
PHASE 3	Write using a wide range of devices to build cohesion within and across paragraphs.
	Brackets, commas and dashes used to indicate parenthesis.
	Y5/6 word list words spelt correctly.
	Proof-read work and edit to expand or reduce writing for meaning and effect.
GD	Sustained and accurate writing with appropriate structure, organisation and layout devices for a range of audiences and purposes.
	Describe settings, characters and atmosphere with carefully and specifically chosen vocabulary to enhance mood, clarify meaning and create pace.
	Varied range of punctuation consistently and accurately used.
	Figurative language regularly used for effect.
	Embedded clauses used to add detail and impact, including 'ed' and 'ing' clauses.

YEAR 6 WRITING CHECKLIST	
PHASE 1	Describe settings, characters and atmosphere.
	Dialogue used to convey character and advance action.
	Logically sequenced paragraphs changing for time, topic, place or person.
	Wide range of devices to build cohesion within and across paragraphs.
	Headings, bullet points, underlining etc used in non-narrative.
	Range of sentence structures used to provide emphasis, detail and description.
	Fronted adverbials, subordinate clauses and embedded relative clauses.
	Consistent and correct use of tense throughout a piece of writing.
	Variation of modal verbs to show possibility <i>e.g. might, should, will, must</i> .
	Formal speech, including subjunctive form.
	Perfect form of verbs to mark relationships of time and cause.
	Sentences accurately punctuated with capital letters, full stops, question marks, explanation marks, commas for lists, apostrophes and inverted commas.
	Speech punctuated accurately including new line for a new speaker.
	Colon to introduce a list.
	Prefixes used to create antonyms.
	Spelling words with 'silent' letters.
	Complex homophones mostly spelt correctly.
Write legibly and fluently with cursive handwriting.	
Proof-read, evaluate and edit for vocabulary, grammar and punctuation.	
PHASE 2	Detailed description of atmosphere in narrative work.
	Combine complex and compound clauses to create sentences.
	Passive and active voice used appropriately.
	Semi-colons, colons or dashes used to mark independent clauses.
	Hyphens used to avoid ambiguity.
	Semi-colons used to separate items in a list.
	Question tags used for informality.
	Ellipses used to link ideas within and across paragraphs.
Y5/6 word list words spelt correctly.	
Proof-read, evaluate and edit to enhance effects and clarify meaning.	
PHASE 3	Make appropriate choices at word, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing.
	Write in a broad range of forms; in increasingly complex contexts; for audiences and purposes increasingly beyond the child's personal experience.
	Proof-read, evaluate and edit to expand or reduce writing for meaning and effect.
GD	Writing effectively for a range of purposes and audiences using literary language, characterisation and structure observed in own reading.
	Distinguish between the language of speech and writing and chose the appropriate register <i>e.g. contracted verbs, colloquial expressions, long coordinated sentences used in speech more than writing</i> .
	Informal and formal language controlled throughout a piece of writing.
	Wide range of KS2 punctuation used throughout a piece of writing.

YEAR 6 WRITING CHECKLIST	
PHASE 1	Describe settings, characters and atmosphere.
	Dialogue used to convey character and advance action.
	Logically sequenced paragraphs changing for time, topic, place or person.
	Wide range of devices to build cohesion within and across paragraphs.
	Headings, bullet points, underlining etc used in non-narrative.
	Range of sentence structures used to provide emphasis, detail and description.
	Fronted adverbials, subordinate clauses and embedded relative clauses.
	Consistent and correct use of tense throughout a piece of writing.
	Variation of modal verbs to show possibility <i>e.g. might, should, will, must</i> .
	Formal speech, including subjunctive form.
	Perfect form of verbs to mark relationships of time and cause.
	Sentences accurately punctuated with capital letters, full stops, question marks, explanation marks, commas for lists, apostrophes and inverted commas.
	Speech punctuated accurately including new line for a new speaker.
	Colon to introduce a list.
	Prefixes used to create antonyms.
	Spelling words with 'silent' letters.
	Complex homophones mostly spelt correctly.
Write legibly and fluently with cursive handwriting.	
Proof-read, evaluate and edit for vocabulary, grammar and punctuation.	
PHASE 2	Detailed description of atmosphere in narrative work.
	Combine complex and compound clauses to create sentences.
	Passive and active voice used appropriately.
	Semi-colons, colons or dashes used to mark independent clauses.
	Hyphens used to avoid ambiguity.
	Semi-colons used to separate items in a list.
	Question tags used for informality.
	Ellipses used to link ideas within and across paragraphs.
Y5/6 word list words spelt correctly.	
Proof-read, evaluate and edit to enhance effects and clarify meaning.	
PHASE 3	Make appropriate choices at word, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing.
	Write in a broad range of forms; in increasingly complex contexts; for audiences and purposes increasingly beyond the child's personal experience.
	Proof-read, evaluate and edit to expand or reduce writing for meaning and effect.
GD	Writing effectively for a range of purposes and audiences using literary language, characterisation and structure observed in own reading.
	Distinguish between the language of speech and writing and chose the appropriate register <i>e.g. contracted verbs, colloquial expressions, long coordinated sentences used in speech more than writing</i> .
	Informal and formal language controlled throughout a piece of writing.
	Wide range of KS2 punctuation used throughout a piece of writing.