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

YEAR 2 WRITING CHECKLIST			YEAR 2 WRITING CHECKLIST	
	Write narratives about personal experiences and those of others (real and fictional)		Write narratives about personal experiences and those of others (real and fictional)	
	Write about real events.		Write about real events.	
	Use adventurous vocabulary appropriate to task.		Use adventurous vocabulary appropriate to task.	
	Use brief openings and endings.		Use brief openings and endings.	
	Appropriately sequence ideas.		Appropriately sequence ideas.	
	Use a mixture of simple and compound sentences.		Use a mixture of simple and compound sentences.	
	Spell some common homophones correctly.	PHASE 1	Spell some common homophones correctly.	
	Spell some common exception words correctly.		Spell some common exception words correctly.	
	Add suffixes including –ly and to exception words ending in –y.		Add suffixes including –ly and to exception words ending in –y.	
l _	Form lower case letters of the correct size, relative to one another.		Form lower case letters of the correct size, relative to one another.	
ш	Use some of the diagonal and horizontal strokes needed to join letters.		Use some of the diagonal and horizontal strokes needed to join letters.	
PHAS	Write capital letters and digits of the correct size and orientation.		Write capital letters and digits of the correct size and orientation.	
포	Use appropriate spacing between words.		Use appropriate spacing between words.	
-	Use co-ordinating conjunctions e.g. FANBOYS	'	Use co-ordinating conjunctions e.g. FANBOYS	
	Write expanded noun phrases to describe and specify.		Write expanded noun phrases to describe and specify.	
	Use capital letters and full stops accurately to punctuate statements.		Use capital letters and full stops accurately to punctuate statements.	
	Use question marks and exclamation marks.		Use question marks and exclamation marks.	
	Use first, second and third person with subject-verb agreement.		Use first, second and third person with subject-verb agreement.	
	Use the imperative form of verbs.		Use the imperative form of verbs.	
	Use simple present tense with subject-verb agreement e.g. He reads his book.		Use simple present tense with subject-verb agreement e.g. He reads his book.	
	Use present continuous tense e.g He is reading a book.		Use present continuous tense e.g He is reading a book.	
	Add –ly to an adjective to make an adverb.		Add –ly to an adjective to make an adverb.	
	Proof-read and edit work to correct spellings and up-level word choices.		Proof-read and edit work to correct spellings and up-level word choices.	
	Group ideas together and start to form paragraphs.		Group ideas together and start to form paragraphs.	
	Link related sentences through use of pronouns, time connectives or adverbials.		Link related sentences through use of pronouns, time connectives or adverbials.	
7	Use the possessive apostrophe for singular nouns.		Use the possessive apostrophe for singular nouns.	
ш	Add suffixes including –ful, -less.		A del autilius a includinar ful laca	
AS	Use a variety of sentence openers e.g. adverbs, similes, prepositions.	L	Use a variety of sentence openers e.g. adverbs, similes, prepositions.	
PHASI	Use subordination using when, if, that, because.		Use subordination using when, if, that, because.	
	Use commas to separate items in a list.	-	Use commas to separate items in a list.	
	Use apostrophe in contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll		Use apostrophe in contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll	
	Proof-read and edit work to make additions, revisions and corrections.		Proof-read and edit work to make additions, revisions and corrections.	
3	Put spoken words into inverted commas starting with a capital letter.		Put spoken words into inverted commas starting with a capital letter.	
ш	Add suffixes including –ment, -ness.	L	u Add suffixes including –ment, -ness.	
AS	Use the present and past tenses correctly including the progressive form.	9	Ose the present and past tenses correctly including the progressive form.	
PH.	Add –ness and –er to form a noun.		Add –ness and –er to form a noun.	
	Use past continuous (progressive) tense e.g. He was reading a book.		Use past continuous (progressive) tense e.g. He was reading a book.	
	Write effectively and coherently for different purposes, drawing on their reading to		Write effectively and coherently for different purposes, drawing on their reading to	
	inform the vocabulary and grammar of their writing.		inform the vocabulary and grammar of their writing.	
	Use a range of the KS1 punctuation correctly.		Use a range of the KS1 punctuation correctly.	
GD	Punctuate spoken words accurately including a speech verb and speaker.	4	Punctuate spoken words accurately including a speech verb and speaker.	
၂ ဗ	Spell words with a range of suffixes correctly.	'	Spell words with a range of suffices correctly.	
	Use a range of prepositional phrases.		Use a range of prepositional phrases.	
	Use onomatopoeia to add emphasis.		Use onomatopoeia to add emphasis.	
	Using a consistently joined handwriting style.		Using a consistently joined handwriting style.	

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

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

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

	YEAR 6 WRITING CHECKLIST		YEAR 6 WRITI
	Describe settings, characters and atmosphere.		Describe settings, characters and atmo
	Dialogue used to convey character and advance action.		Dialogue used to convey character and
	Logically sequenced paragraphs changing for time, topic, place or person.		Logically sequenced paragraphs chang
	Wide range of devices to build cohesion within and across paragraphs.		Wide range of devices to build cohesio
	Headings, bullet points, underlining etc used in non-narrative.		Headings, bullet points, underlining etc
	Range of sentence structures used to provide emphasis, detail and description.		Range of sentence structures used to
	Fronted adverbials, subordinate clauses and embedded relative clauses.		Fronted adverbials, subordinate clause
	Consistent and correct use of tense throughout a piece of writing.		Consistent and correct use of tense the
~	Variation of modal verbs to show possibility e.g. might, should, will, must.	-	Variation of modal verbs to show poss
PHASE	Formal speech, including subjunctive form.	PHASE	Formal speech, including subjunctive f
¥	Perfect form of verbs to mark relationships of time and cause.	₹	Perfect form of verbs to mark relations
ᆸ	Sentences accurately punctuated with capital letters, full stops, question marks,	一直	Sentences accurately punctuated with
	explanation marks, commas for lists, apostrophes and inverted commas.		explanation marks, commas for lists, a
	Speech punctuated accurately including new line for a new speaker.		Speech punctuated accurately including
	Colon to introduce a list.		Colon to introduce a list.
	Prefixes used to create antonyms.		Prefixes used to create antonyms.
	Spelling words with 'silent' letters.		Spelling words with 'silent' letters.
	Complex homophones mostly spelt correctly.		Complex homophones mostly spelt con
	Write legibly and fluently with cursive handwriting.		Write legibly and fluently with cursive h
	Proof-read, evaluate and edit for vocabulary, grammar and punctuation.		Proof-read, evaluate and edit for vocab
	Detailed description of atmosphere in narrative work.		Detailed description of atmosphere in r
	Combine complex and compound clauses to create sentences.		Combine complex and compound clau
	Passive and active voice used appropriately.		Passive and active voice used appropri
7	Semi-colons, colons or dashes used to mark independent clauses.	7	Semi-colons, colons or dashes used to
PHASE	Hyphens used to avoid ambiguity.	PHASE	Hyphens used to avoid ambiguity.
Ĭ	Semi-colons used to separate items in a list.	₹	Semi-colons used to separate items in
ᆸ	Question tags used for informality.	一一一	Question tags used for informality.
	Ellipses used to link ideas within and across paragraphs.		Ellipses used to link ideas within and a
	Y5/6 word list words spelt correctly.		Y5/6 word list words spelt correctly.
	Proof-read, evaluate and edit to enhance effects and clarify meaning.		Proof-read, evaluate and edit to enhan
က	Make appropriate choices at word, sentence and text structural levels in order to	က	Make appropriate choices at word, sen
	meet the needs of the purpose and audience of the writing.	Ш	meet the needs of the purpose and aud
PHASE	Write in a broad range of forms; in increasingly complex contexts; for audiences	PHASE	Write in a broad range of forms; in incr
黃	and purposes increasingly beyond the child's personal experience.	ਤੋਂ	and purposes increasingly beyond the
	Proof-read, evaluate and edit to expand or reduce writing for meaning and effect.		Proof-read, evaluate and edit to expan
	Writing effectively for a range of purposes and audiences using literary language,		Writing effectively for a range of purpos
	characterisation and structure observed in own reading.		characterisation and structure observe
_	Distinguish between the language of speech and writing and chose the appropriate		Distinguish between the language of sp
GD	register e.g. contracted verbs, colloquial expressions, long coordinated sentences	GD	register e.g. contracted verbs, colloquia
	used in speech more than writing.		used in speech more than writing.
	Informal and formal language controlled throughout a piece of writing.		Informal and formal language controlle
	Wide range of KS2 punctuation used throughout a piece of writing.		Wide range of KS2 punctuation used the

ING CHECKLIST nosphere. nd advance action. nging for time, topic, place or person. ion within and across paragraphs. tc used in non-narrative. provide emphasis, detail and description. ses and embedded relative clauses. hroughout a piece of writing. sibility e.g. might, should, will, must. form. ships of time and cause. h capital letters, full stops, question marks, apostrophes and inverted commas. ing new line for a new speaker. orrectly. handwriting. abulary, grammar and punctuation. narrative work. uses to create sentences. priately. to mark independent clauses. n a list. across paragraphs. ince effects and clarify meaning. entence and text structural levels in order to udience of the writing. creasingly complex contexts; for audiences e child's personal experience. and or reduce writing for meaning and effect. oses and audiences using literary language, ed in own reading.

speech and writing and chose the appropriate uial expressions, long coordinated sentences

led throughout a piece of writing.

throughout a piece of writing.