



Year 1

WRITING - I can statements

Working Towards Expected Standard		Working At Expected Standard		Working at Greater Depth within the Expected standard:	
I can use my own simple story ideas or retell a familiar story using short, simplistic sentences.		I can write sentences in order to create short narratives and non-fiction texts.		I can write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
I can reread my writing aloud to check that it makes sense		I can use some features of different text types (although these may not be consistent).		I can use a number of features of different text types and make appropriate topic / subject matter vocabulary choices.	
I can use adjectives that have been modelled		I can reread my writing to check that it makes sense and make suggested changes.		I can reread their writing to check that it makes sense and independently make changes.	
		I can use adjectives to describe.		I can use adjectives to describe (sometimes ambitious beyond the year group).	
I can use simple sentence structures (which may often be repetitive).		I can use simple sentence structures.		I can use simple and compound sentence structures.	
		I can use the joining word (conjunction) 'and' to link ideas and sentences.		I can use the joining word (conjunction) 'and' to link ideas and sentences.	
I have an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'	I have an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	I can regularly use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	spaces between words		spaces between words.		spaces between words
	full stops to end sentences.		full stops to end sentences.		full stops to end sentences.
			question marks.		question marks.
exclamation marks.	exclamation marks.	exclamation marks.			
I can spell some words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately		I can spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately		I can spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately	
I can spell some Y1 common exception words accurately (from English Appendix 1).		I can spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		I can spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
I can write lower case letters in the correct direction, starting and finishing in the right place.		I can use -s and -es to form regular plurals correctly.		I can use -s and -es to form regular plurals correctly.	
		I can use the prefix 'un'		I can use the prefix 'un'	
		I can add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		I can add the suffixes -ing, -ed, -er and -est to root words.	
		I can write lower case and capital letters in the correct direction, starting and finishing in the right place.		I can spell simple compound words.	
		I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	



Year 2

WRITING - I can statements

Working Towards Expected Standard	Working At Expected Standard	Working at Greater Depth within the Expected standard:	
I can write sentences that are sequenced to form a short narrative (real or fictional)	I can write simple, coherent narratives about personal experiences and those of others (real or fictional)	I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing	
	I can write about real events, recording these simply and clearly	I can make simple additions, revisions and proof-reading corrections to their own writing	
I can demarcate some sentences with capital letters and full stops	I can demarcate most sentences in my writing with capital letters and full stops	I can use the punctuation taught at key stage 1 mostly correctly including:	Commas to separate items in a list
	I can use question marks correctly when required		Apostrophes to mark singular possession in nouns and contractions
	I can use present and past tense mostly correctly and consistently		
	I can use co-ordination (e.g. or / and / but)		
	I can use some subordination (e.g. when / if / that / because) to join clauses		
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	I can spell most common exception words	
I can spell some common exception words	I can spell many common exception words	I can add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*	
I can form lower-case letters in the correct direction, starting and finishing in the right place	I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	I can use the diagonal and horizontal strokes needed to join some letters.	
I can form lower-case letters of the correct size relative to one another in some of my writing	I can use spacing between words that reflects the size of the letters.		
I can use spacing between words.			



Year 3

WRITING - I can statements

Working Towards Expected Standard		Working At Expected Standard	Working at Greater Depth within the Expected standard:
I can rehearse orally my ideas for writing and record my ideas using a modelled planning format.		I can begin to use ideas from my own reading and modelled examples to plan my writing.	I can plan and write with an understanding of purpose and audience.
I can demonstrate some understanding of purpose and audience (although this may not be sustained).		I can demonstrate an increasing understanding of purpose and audience.	I can use the structure of several text types (including the use of simple layout devices in non-fiction).
I can use the simple structure of a wider range of text types.		I can begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	I can proof-read my own and others' work to check for errors, suggesting and making improvements.
I can proof-read my work to check for errors and make simple improvements with guidance.		I can proof-read my own and others' work to check for errors with increasing accuracy, and make improvements.	I can make deliberate ambitious word choices to add detail, effect and to engage the reader.
I can make more ambitious word choices (often reflecting those modelled by a teacher).		I can make deliberate ambitious word choices to add detail.	I can create settings, characters and plot in narratives.
		I can begin to create settings, characters and plot in narratives	I can organise their writing into paragraphs around a theme.
		I can begin to organise their writing into paragraphs around a theme.	
I can usually maintain the correct tense (including the progressive form).		I can maintain the correct tense (including present perfect tense) throughout a piece of writing.	I can maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
I can use the full range of punctuation from previous year groups including	full stops, capital letters, question marks and exclamation marks.	I can use the full range of punctuation from previous year groups.	I can use the full range of punctuation from previous year groups.
	commas within lists.	I can use inverted commas in direct speech.	I can punctuate direct speech accurately, including the use of inverted commas.
	apostrophes to show possession and to form contractions.	I can use subordinate clauses.	I can use subordinate clauses (sometimes in varied positions).
I can begin to add inverted commas to mark direct speech (may not be consistent).		I can begin to use conjunctions, adverbs and prepositions to show time, place and cause.	I can use a range of conjunctions, adverbs and prepositions to show time, place and cause.
I can use a range of simple conjunctions (including some subordination).		I can use 'a' or 'an' correctly most of the time.	I can use 'a' or 'an' correctly throughout a piece of writing.
I can spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.		I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	I can spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
I can spell some words with suffixes correctly, e.g. usually, poisonous, adoration.		I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration.	I can spell most words with suffixes correctly, e.g. usually, poisonous, adoration.
I can apply all spelling rules from the KS1 guidance within the English Appendix 1.		To begin to spell homophones correctly, e.g. which and witch.	I can spell homophones correctly, e.g. which and witch
I can begin to use neat, joined handwriting.		I can spell some of the Year 3 and 4 statutory spelling words correctly.	I can spell many of the Year 3 and 4 statutory spelling words correctly.
		I can use a neat, joined handwriting style with increasing accuracy.	I can use a neat, joined handwriting style with increasing accuracy and speed.



Year 4

WRITING - I can statements

Working Towards Expected Standard	Working At Expected Standard	Working at Greater Depth within the Expected standard:
I can use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).	I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	I can write a range of narratives that are well-structured and well-paced.
I can write narratives with a clear beginning, middle and end with a clear plot.	I can write narratives with a clear beginning, middle and end with a coherent plot.	I can write a range of non-fiction texts that are well-structured with appropriate layout devices
I can proofread and amend my own and others' writing with growing confidence.	I can proofread confidently and amend my own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	I can proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
I can create more detailed settings, characters and plot in narratives.	I can create more detailed settings, characters and plot in narratives to engage the reader	I can create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
I can organise their writing into paragraphs around a theme.	I can consistently organise their writing into paragraphs around a theme	I can consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.
I can maintain accurate tense throughout a piece of writing.	I can maintain an accurate tense throughout a piece of writing.	I can always maintain an accurate tense throughout a piece of writing.
I can use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	I can use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	I can always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
I can use the full range of punctuation from previous year groups.	I can use the full range of punctuation from previous year groups.	I can use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas
I can use inverted commas at the beginning and end of direct speech.	I can use all the necessary punctuation in direct speech mostly accurately.	I can consistently use apostrophes for singular and plural possession.
I can use apostrophes for singular possession confidently and begin to use apostrophes for plural possession	I can use apostrophes for singular and plural possession with increasing confidence.	I can expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
I can begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	I can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	I can consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.
I can begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	I can regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	I can use their knowledge of word families to help with their spelling.
I can use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.	I can use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	I can apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).
I can spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	I can use their knowledge of word families to help with their spelling.
I can spell most words with suffixes correctly, e.g. usually, poisonous, adoration.	I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	I can use their knowledge of word families to help with their spelling.
I can spell homophones correctly, e.g. which and witch.	I can spell homophones correctly, e.g. which and witch.	I can use their knowledge of word families to help with their spelling.
I can spell many of the Year 3 and 4 statutory spelling words correctly.	I can spell all of the Year 3 and 4 statutory spelling words correctly.	I can use their knowledge of word families to help with their spelling.
I can use a neat, joined handwriting style consistently.	I can consistently use a neat, joined handwriting style.	I can use their knowledge of word families to help with their spelling.



Year 5

WRITING - I can statements

Working Towards Expected Standard	Working At Expected Standard	Working at Greater Depth within the Expected standard:
I can write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	I can write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	I can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
I can select appropriate grammar and vocabulary to match the purpose and audience of their writing.	I can describe settings, characters and atmosphere to consciously engage the reader.	I can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
I can describe settings, characters and atmosphere with increasing awareness of the reader.	I can use dialogue to convey a character and advance the action with increasing confidence.	I can regularly use dialogue to convey a character and advance the action.
I can begin to use dialogue to convey a character and advance the action.	I can select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	I can proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details
I can use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	I can begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details	I can consistently link ideas across paragraphs.
I can create paragraphs that are usually suitably linked (some transitions may be awkward).	I can create paragraphs that are usually suitably linked.	I can proofread my work and assess the effectiveness of my own and others' writing and make necessary corrections and improvements.
I can proofread my work and assess the effectiveness of their own and others' writing and make necessary corrections.	I can proofread my work and assess the effectiveness of my own and others' writing and make necessary corrections and improvements.	I can begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
I can use the full range of punctuation from previous year groups.	I can use the full range of punctuation from previous year groups.	I can use commas consistently to clarify meaning or to avoid ambiguity.
I can begin to use commas to clarify meaning or to avoid ambiguity.	I can use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
I can begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	I can use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	I can use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
I can begin to experiment with relative clauses with support and modelling.	I can use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	I can use brackets, dashes or commas to indicate parenthesis.
I can begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	I can use brackets, dashes or commas to begin to indicate parenthesis.	I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

	I can use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
I can spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	I can spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	I can spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.
I can begin to convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc.	I can convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc	I can convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc
I can spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	I can spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.	I can spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
I can spell some words correctly from the Y5/6 statutory spelling list.	I can spell many words correctly from the Y5/6 statutory spelling list.	I can spell many words correctly from the Y5/6 statutory spelling list.
I can write legibly, fluently and with increasing speed.	I can write legibly, fluently and with increasing speed.	I can write legibly, fluently and with increasing speed.



Year 6

WRITING - I can statements

Working Towards Expected Standard		Working At Expected Standard	Working at Greater Depth within the Expected standard:	
I can write for a range of purposes		I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	
I can use paragraphs to organise ideas				
I can; in narratives, describe settings and characters		I can in narratives, describe settings, characters and atmosphere	I can distinguish between the language of speech and writing ³ and choose the appropriate register	
I can; in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		I can integrate dialogue in narratives to convey character and advance the action		
I can use mostly correctly	capital letters	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
	full stops			
	question marks	I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		I can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
	commas for lists and apostrophes for contraction	I can use verb tenses consistently and correctly throughout their writing		
		I can use the range of punctuation taught at key stage 2 mostly correctly [^] (e.g. inverted commas and other punctuation to indicate direct speech)		
I can spell correctly most words from the year 3 / year 4 spelling list		I can spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
I can spell some words from the year 5 / year 6 spelling list		I can maintain legibility in joined handwriting when writing at speed		
I can write legibly				

