

ELG Writing	Year 1	Year 2	
I use my phonic knowledge to write words in ways which match their spoken sounds	Sequencing sentences to form short narratives.	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	
I can also write some irregular common words	Beginning to check that their sentence makes sense.	Write about real events, recording these simply and clearly.	
I can write sentences which can be read by myself and others	Joining words and joining clauses using 'and'.	Demarcate most sentences in their writing with:	capital letters
Some of my words are spelt correctly and others are phonetically plausible	Beginning to punctuate sentences using a capital letter and a full stop.		full stops
	Leaving spaces between words.		question marks when required
	Some correct use of question marks.	Use co-ordination (e.g. or / and / but) to join clauses.	
	Some correct use of exclamation marks.	Use some subordination (e.g. when / if / that / because).	
	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Use present and past tense mostly correctly and consistently.	
	Spell words containing each of the 40+ phonemes already taught.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	
	Spell most common exception words correctly.	Spell many common exception words*	
	Apply simple year 1 spelling rules and guidance.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
	Writing includes GPCs and common exception words taught so far.	Use spacing between words that reflects the size of the letters.	
	Form lower-case letters in the correct direction, starting and finishing in the right place.		
	Form capital letters correctly.		
Begin to develop a consistency in letter formation, especially within handwriting 'families' (i.e. letters that are formed in similar ways).			

Year 3	Year 4	Year 5	Year 6
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Write effectively and coherently for different purposes and audiences, selecting the appropriate organisational features	Identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.	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)
Create simple settings, characters and a basic plot in narratives.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Begin to use specific organisational and presentational devices to structure text and to guide the reader.	In narratives, describe settings, characters and atmosphere
Begin to use simple organisational devices in non-narrative material.	Create developed settings, characters and plot in narratives.	Begin to consider how characters and settings are developed within a piece of writing.	Integrate dialogue in narratives to convey character and advance the action
Compose and rehearse simple sentence structures orally (including dialogue), beginning to build a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Use appropriate organisational devices in non-narrative material [for example, headings and sub-headings].	Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (e.g. verb forms, passive verbs, modal verbs and adverbs)	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)
Organise simple paragraphs around a theme.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use conjunctions, adverbs and prepositions to express time and cause.	Organise paragraphs around a theme consistently.	Use some devices to build cohesion within and across paragraphs.	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
Use the present perfect form of verbs in contrast to the past tense.	Use expanded noun phrases to convey complicated information concisely.	Beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.	Use verb tenses consistently and correctly throughout their writing
Understanding the use of the forms a or an.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Use the correct tense throughout a piece of writing.	Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Begin to assess the effectiveness of their own and others' writing and suggest improvements. Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Use fronted adverbials followed by commas.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.	Maintain legibility in joined handwriting when writing at speed.
Proof-read for some spelling and punctuation errors.	Understand Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was).	Use the punctuation taught from Y1-Y5 mostly correctly, including accurate punctuation of direct speech.	
Demarcate most sentences with: <ul style="list-style-type: none"> • capital letters and full stops • question marks • exclamation marks • apostrophes for contraction • apostrophes for possession (regular plurals) 	Demarcate sentences with: <ul style="list-style-type: none"> • capital letters and full stops • question marks • exclamation marks • apostrophes for contraction • apostrophes for possession (regular and irregular plurals) 	Begin to use brackets, dashes or commas to indicate parenthesis.	
Begin to use inverted commas to punctuate direct speech.	Use and punctuate direct speech.	Assess the effectiveness of their own and others' writing. Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.	
Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined.	Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proof-read for spelling and punctuation errors.	
Begin to increase the legibility, consistency and quality of their handwriting.	Proof-read consistently for spelling and punctuation errors.	Begin to spell some words with 'silent' letters [for example, knight, psalm, solemn] and homophones.	
Use some prefixes and suffixes and understand how to add them (English Appendix 1).	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	Spell most of the words on the Year 3/4 word list correctly. Spell some of the words on the Year 5/6 word list correctly.	
Spell some homophones and some words that are often misspelt (English Appendix 1).	Spell further homophones and spell words that are often misspelt (English Appendix 1).	Choose which shape of a letter to use when given choices and deciding whether or not to join letters.	
	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.		
	Increase the legibility, consistency and quality of their handwriting.		

Baseline Writing Assessment - Child's Name: _____