

Sentence Structure and Punctuation

- uses familiar punctuation (full stops, capital letters) correctly most of the time and new punctuation (exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular) correctly most of the time
- uses sentences with different forms: statement, question, exclamation, command
- uses co-ordination (or, and, but) and some subordination (when if, that, because) to join clauses
- uses expanded noun phrases to describe and specify e.g. the blue butterfly
- uses the present and past tenses mostly correctly and consistently including the progressive form (past progressive: he was running; present progressive: she is drumming)
- shows some variation in sentence openings (not always opening with the subject)
- uses appropriate adjectives and adverbs to give essential information e.g. 'plain flour' or 'fluffy, white flour' rather than 'flour'
- proof reads for spelling and punctuation errors

Text Organisation

- re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language
- plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
- plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end
- describes characters and includes some dialogue (nb no expectation of speech punctuation)
- assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type
- use labelled pictures and diagrams in information texts
- selects appropriate words and phrases to describe details of first-hand experiences (recount) and can justify their choices
- writes poems following a modelled style

Effect on Audience

- Write simple, coherent narratives about personal experiences and those of others (real or fictional) using typical settings, characters and events, including relevant details that sustain the reader/listener's interest
- Write about real events, recording these simply and clearly
 - explores characters' feelings and situations in stories, using role play and oral rehearsal
 - suggests viewpoint with brief comments or questions on actions or situations
 - establishes basic purpose of a text (e.g. main features of story, report), uses some features of the given form maintaining consistency in purpose and tense
 - chooses words carefully for effect in poetry, e.g. uses alliteration
 - Re-reads to check that their writing makes sense, and that tenses are consistent
 - Evaluates their writing with the teacher and other pupils

Handwriting

- forms lower-case letters of the correct orientation and size relative to one another
- forms capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- uses spacing between words that reflects the size of the letters
- has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined

Spelling

- spells many common exception words correctly
- segments spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically-plausibel attempts at others
- spells most words relating to the statements from previous year groups correctly, after independent proof-reading
- spells some words with contracted forms correctly
- adds suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly