



Year 3 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have mostly used the correct article before my noun or adjective. <b>(a, an or the)</b>		
	I have considered different sentence forms and included: <ul style="list-style-type: none"> <li>• <b>a statement</b></li> <li>• <b>a question (?)</b></li> <li>• <b>a command</b></li> <li>• <b>an exclamation (!)</b></li> </ul>		
	I have started to use more adventurous expanded noun phrases. <b>(the magical, metal bike)</b>		
	I have included some adventurous adverbs. <b>(sensibly, happily)</b>		
	I have used commas to separate adjectives and items in a list correctly.		
	I have started to use inverted commas to punctuate speech. " "		
	I have used apostrophes for contractions and singular possession.		
	I have used some coordinating conjunctions. <b>(or, and, but, yet, so)</b>		
	I have used some subordinating conjunctions. <b>(when, if, because, since, while)</b>		
	I have used prepositions of place. <b>(over, under, in)</b>		
I have used a temporal adverb to show how often something happens. <b>(sometimes)</b>			
Composition	I have started to use similes to build up imagery. <b>(like a starving lion)</b>		
	I have carefully checked that all of my sentences make sense.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and recognise that some letters do not need to be joined.		



Year 3 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have used the correct article before my noun or adjective. <b>(a, an or the)</b>		
	I have considered different sentence forms and included: <ul style="list-style-type: none"> <li>• <b>a statement</b></li> <li>• <b>a question (?)</b></li> <li>• <b>a command</b></li> <li>• <b>an exclamation (!)</b></li> </ul>		
	I have used more adventurous expanded noun phrases. <b>(the intelligent, ginger fox)</b>		
	I have included adventurous adverbs. <b>(perfectly, powerfully, calmly)</b>		
	I have used commas to separate objects or adjectives and items in a list correctly.		
	I have used inverted commas to punctuate speech most of the time.		
	I have used apostrophes for contractions and simple possession.		
	I have used coordinating conjunctions. <b>(or, and, but, yet, so)</b>		
	I have used subordinating conjunctions. <b>(when, if, because, since, while)</b>		
	I have used prepositions of place. <b>(over, under, in)</b>		
	I have used prepositions of time. <b>(before, after, during)</b>		
	I have used temporal adverbs to show how often something happens. <b>(soon, usually)</b>		
<b>Composition</b>	I have used different temporal conjunctions to sequence my ideas <b>(until, before)</b>		
	I have started to use similes to build up imagery. <b>(as gorgeous as a tropical sunset)</b>		
<b>Handwriting</b>	I have used diagonal and horizontal strokes consistently to join letters and recognise that some letters do not need to be joined.		



Year 3 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have considered different sentence forms for effect and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used a range of adventurous expanded noun phrases for effect. (the colossal, lonely mountain)		
	I have included adventurous adverbs at the start and in the middle of my sentences. (perfectly, powerfully, calmly)		
	I have always used commas to separate nouns or adjectives in a list correctly.		
	I have used inverted commas and started to use commas to punctuate direct speech correctly.		
	I have used apostrophes for contractions and simple possession.		
	I have used a range of coordinating conjunctions. (or, and, but, yet, so)		
	I have used a range of subordinating conjunctions. (when, if, since, while)		
	I have used a range of prepositions of place. (through, below, within)		
	I have used a range of prepositions of time. (once, after, throughout)		
	I have used a range of temporal adverbs to show how often something happens. (regularly)		
Composition	I have used different temporal conjunctions at the start and in the middle of my sentences to sequence my ideas (until, before)		
	I have used amazing similes to build up imagery. (like an expensive, glistening jewel)		
	I have started to use paragraphs to group related ideas.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters.		



Year 4 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have considered different sentence forms and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used expanded noun phrases to build images. <b>(the mystical wizard)</b>		
	I have started to use a range of coordinating conjunctions. <b>(FANBOYS)</b>		
	I have started to use a range of subordinating conjunctions. <b>(until, even though)</b>		
	I have used fronted adverbials of time to start my sentences but sometimes, I forgot my comma. <b>(During the night,)</b>		
	I have used fronted adverbials of manner to start my sentences but sometimes, I forgot my comma. <b>(Exhausted, or Waving wildly,)</b>		
	I have used prepositional phrases of place to extend my sentences. <b>(through the meadow)</b>		
	I have started to punctuate direct speech using all of the rules when writing dialogue.		
	I have started to use some adventurous temporal adverbs to show how often something happens. <b>(regularly, rarely)</b>		
	I have mostly used apostrophes to mark singular and some plural possession.		
	I have used pronouns so that I don't repeat my nouns. <b>(he, they, it)</b>		
Composition	I have started to use paragraphs to group related ideas.		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		



Year 4 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have considered different sentence forms and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used more detailed, adventurous expanded noun phrases to build images. <b>(the mystical wizard with a tangled beard)</b>		
	I have used a range of coordinating conjunctions. <b>(FANBOYS)</b>		
	I have used a range of subordinating conjunctions in the middle and at the beginning of my sentences. <b>(until, even though)</b>		
	I have used fronted adverbials of time to start my sentences. <b>(During the night,)</b>		
	I have used fronted adverbials of manner to start my sentences. <b>(Exhausted, or Waving wildly,)</b>		
	I have used prepositional phrases of place and time to extend my sentences. <b>(through the hazy meadow or during the performance)</b>		
	I have correctly punctuated direct speech and considered a synonym for 'said' when writing dialogue. <b>(replied, whispered)</b>		
	I have used more adventurous temporal adverbs to show how often something happens. <b>(occasionally, routinely)</b>		
	I have used apostrophes to mark singular and plural possession.		
Composition	I have used a simile as a fronted adverbial. <b>(Like a towering blaze,)</b>		
	I have used a simple clause sentence to move on events. <b>(It was midnight.)</b>		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		



Year 4 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have considered different sentence forms for effect and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used even more detailed and adventurous expanded noun phrases to build vivid images. <b>(the supernatural wizard with a matted, uncontrollable beard)</b>		
	I have confidently used a range of coordinating conjunctions. <b>(FANBOYS)</b>		
	I have used a range of subordinating conjunctions in the middle and at the beginning of my sentences. I always remember my comma <b>(until, even though)</b>		
	I have used fronted adverbials of time to start my sentences and always remembered my comma. <b>(During the night,)</b>		
	I have used different ways to create fronted adverbials of manner to start my sentences and always remembered my comma. <b>(Exhausted, or Waving wildly,)</b>		
	I have used prepositional phrases of place and time to extend my sentences. <b>(through the hazy paddock or throughout the entertaining performance)</b>		
	I have correctly punctuated direct speech using all of the rules, considered a synonym for 'said' and included an adverb when writing dialogue.		
	I have used more adventurous temporal adverbs. <b>(frequently, commonly)</b>		
	I have confidently used apostrophes to mark singular and plural possession.		
Composition	I have used a powerful simile as a fronted adverbial. <b>(Like a towering inferno,)</b>		
	I have used a simple clause sentences to move on events. <b>(It was midnight.)</b>		
Handwriting	I have used diagonal and horizontal strokes consistently to join letters and understand which letters, when adjacent to one another, are best left unjoined.		





Year 5 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have considered different sentence forms and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used more adventurous expanded noun phrases to build images. <b>(the rare dragon with glossy scales)</b>		
	I have used a range of coordinating conjunctions. <b>(FANBOYS)</b>		
	I have used a range of subordinating conjunctions the middle of my sentences. <b>(even though)</b>		
	I have used relative clauses, beginning with <b>who or which</b> , to add extra information. I have used commas around these but just need to check that they always make sense.		
	I have mostly punctuated direct speech correctly and considered a more adventurous synonym for 'said' when writing dialogue. <b>(roared, cried)</b>		
	I have included some fronted adverbials and sometimes remembered my comma: <ul style="list-style-type: none"> <li>• manner <b>(Smiling contently,)</b></li> <li>• time <b>(Straight after the explosion,)</b></li> <li>• place <b>(To the back of the yacht,)</b></li> </ul>		
	I have used apostrophes to mark singular and plural possession.		
Composition	I have started to use more temporal conjunctions to sequence my ideas. <b>(until, whenever)</b>		
	I have used a simile to build up imagery <b>(the grass was as thick as an expensive carpet)</b>		
Handwriting	My writing is usually legible and fluent with increasing speed.		



Year 5 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have considered different sentence forms and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used more adventurous expanded noun phrases to build images and have included a hyphenated colour. (the olive-green dragon with glossy)		
	I have used a range of coordinating conjunctions. (FANBOYS)		
	I have used a range of subordinating conjunctions at the beginning and in the middle of my sentences. (whenever, although)		
	I have used relative clauses, beginning with who or which, to add extra information. I have used commas, brackets or dashes around these.		
	I have indicated possibility by using some adverbs or modal verbs. (perhaps, surely, might)		
	I have correctly punctuated direct speech and considered a more adventurous synonym for 'said' when writing dialogue. (bellowed, yelled, explained)		
	I have included a range of fronted adverbials and remembered my comma: <ul style="list-style-type: none"> <li>• manner (Grinning menacingly,)</li> <li>• time (Immediately after the event,)</li> <li>• place (To the rear of the galleon,)</li> </ul>		
Composition	I have used more complex temporal conjunctions to sequence my ideas. (afterward, whenever)		
	I have used a simile to build up imagery (his teeth were as white as polished pearls)		
Handwriting	My writing is usually legible and fluent with increasing speed.		



Year 5 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have considered different sentence forms for effect and included: <ul style="list-style-type: none"> <li>• a statement</li> <li>• a question (?)</li> <li>• a command</li> <li>• an exclamation (!)</li> </ul>		
	I have used more adventurous expanded noun phrases to build images and one of my adjectives is hyphenated. <b>(the eye-catching design with impressive, revolutionary features)</b>		
	I have used a range of coordinating conjunctions correctly. <b>(FANBOYS)</b>		
	I have used a range of subordinating conjunctions at the beginning and in the middle of my sentences. I have always remembered my commas. <b>(whenever, although)</b>		
	I have started to use relative clauses which don't include which or who.		
	I have indicated possibility by using some adventurous adverbs or modal verbs. I have always remembered my commas. <b>(perchance, unquestionably)</b>		
	I have correctly punctuated direct speech, considered a more adventurous synonym for 'said' and included an adverb when writing dialogue. <b>(interrupted, shrieked, protested)</b>		
	I have included a full range of fronted adverbials and always remembered my comma: <ul style="list-style-type: none"> <li>• manner <b>(Chortling uncontrollably,)</b></li> <li>• time <b>(Instantly following the collision,)</b></li> <li>• place <b>(Neighbouring the prehistoric settlement,)</b></li> </ul>		
	Where appropriate, I have used cause and effect conjunctions. <b>(therefore, consequently and as a result)</b>		
<b>Composition</b>	I have used more complex temporal conjunctions to sequence my ideas. <b>(subsequently, on every occasion)</b>		
	I have used a more powerful simile to build up a vivid image in the reader's mind <b>(his serrated teeth gleamed like elegant pearls)</b>		
<b>Handwriting</b>	My writing is always legible and fluent with speed.		



Year 6 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have used a range of sentence forms within my piece. <b>(statement, command, question and exclamation)</b>		
	I have used expanded noun phrases to give more information on what I am writing about. <b>(the aqua-blue shoreline with crystal water)</b>		
	I have used a range of conjunctions at the start and in the middle of my sentences. Sometimes, I have forgotten my commas: <ul style="list-style-type: none"> <li>• Coordinating <b>(FANBOYS)</b></li> <li>• Subordinating <b>(unless, although)</b></li> </ul>		
	I have tried to use a full range of punctuation but sometimes this isn't quite right. <b>(including colons, semi-colons and hyphens)</b>		
	I have used brackets, dashes and commas to add relative clauses that start with which or who. <b>(The man, who was carrying a scroll, wandered through the maze.)</b>		
	I have started to use modal verbs and adverbs to suggest that something is going to happen in my writing. <b>(maybe, might)</b>		
	I have mostly punctuated direct speech and considered a more adventurous synonym for 'said' when writing dialogue. <b>(muttered, sobbed)</b>		
	I have included a range of fronted adverbials and sometimes remembered my comma: <ul style="list-style-type: none"> <li>• manner <b>(Cautiously holding my candlestick,)</b></li> <li>• time <b>(Just before the unexpected event,)</b></li> <li>• place <b>(In the centre of the wilderness,)</b></li> </ul>		
<b>Composition</b>	I have used a temporal conjunction. <b>(whenever)</b>		
	I have started to use metaphors to build up images in the reader's mind.		
	I have used paragraphs to group related material.		
<b>Handwriting</b>	I have used a fluent style of handwriting and my letter shapes are clear. I recognise when I should join or not join my letters.		



Year 6 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have used a range of sentence forms within my piece. <b>(statement, command, question and exclamation)</b>		
	I have used expanded noun phrases to give more information on what I am writing about. <b>(the forward-thinking architect with ambitious ideas and unbelievable skills)</b>		
	I have used a range of conjunctions at the start and in the middle of my sentences: <ul style="list-style-type: none"> <li>• Coordinating <b>(FANBOYS)</b></li> <li>• Subordinating <b>(despite, unless, in spite of)</b></li> </ul>		
	I have used a full range of punctuation mostly correctly <b>(including colons, semi-colons and hyphens, ellipses, bullet points)</b>		
	I have confidently used brackets, dashes and commas to add relative clauses which omit which or who. <b>(The man, shaking with excitement, ambled through the maze.)</b>		
	I have used modal verbs and adverbs to suggest that something is going to happen in my writing. <b>(possibly, certainly)</b>		
	I have correctly punctuated direct speech and considered a more adventurous synonym for 'said' when writing dialogue. <b>(murmured, bawled, whimpered)</b>		
	I have included a range of fronted adverbials and remembered my comma: <ul style="list-style-type: none"> <li>• manner <b>(Reluctantly clutching my rucksack,)</b></li> <li>• time <b>(Promptly following the surprising incident,)</b></li> <li>• place <b>(In the heart of the overgrown wilderness,)</b></li> </ul>		
<b>Composition</b>	I have used vocabulary and grammatical choices to suit formal or informal writing.		
	I have used sophisticated temporal conjunctions. <b>(meanwhile, at once)</b>		
	I have started to use metaphors and personification to build up images in the reader's mind. <b>(the black veil descended over the country)</b>		
<b>Handwriting</b>	I have used a fluent style of handwriting and my letter shapes are clear. I recognise when I should join or not join my letters.		



Year 6 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have used a range of sentence forms within my piece for effect. <b>(statement, command, question, exclamation, fragment)</b>		
	I have used expanded noun phrases to give more information and included a hyphen <b>(the cutting-edge pioneer with ambitious theories and unbelievable intelligence)</b>		
	I have used a range of conjunctions at the start and in the middle of my sentences. I have considered how my sentence structure adds to meaning or builds tension. <ul style="list-style-type: none"> <li>• Coordinating <b>(FANBOYS)</b></li> <li>• Subordinating <b>(despite, unless, in spite of)</b></li> </ul>		
	I have used a <u>full</u> range of punctuation correctly <b>(including colons, semi-colons and hyphens, ellipses, bullet points)</b>		
	I have confidently used brackets, dashes and commas to add relative clauses which omit which or who. <b>(The gladiator, filled with anticipation, ambled through the labyrinth.)</b>		
	I have used impressive modal verbs and adverbs to suggest that something is going to happen in my writing. <b>(undeniably, unquestionably)</b>		
	I have correctly punctuated direct speech, considered a more adventurous synonym for 'said' and included an adverb when writing dialogue. <b>(objected, snivelled, chortled)</b>		
	I have included a full range of fronted adverbials and always remembered my comma: <ul style="list-style-type: none"> <li>• manner <b>(Unenthusiastically ascending the opulent staircase,)</b></li> <li>• time <b>(Sharply succeeding the torrential down pour,)</b></li> <li>• place <b>(In the nucleus of the barren wasteland,)</b></li> </ul>		
<b>Composition</b>	I have used vocabulary and grammatical choices to include formal or informal writing.		
	I have used sophisticated temporal conjunctions. <b>(in the meantime)</b>		
	I have used powerful metaphors and personification to build up images. <b>(The ravenous avalanche unforgivingly devoured anything in its path)</b>		
<b>Handwriting</b>	I have used a fluent style of handwriting and my letter shapes are clear.		