



Progression of Punctuation

<u>Year</u>	<u>Finger Spaces</u>	<u>Capital letter</u>	<u>Full Stop</u>	<u>Question Mark</u>	<u>Exclamation Mark</u>	<u>Ellipsis</u>	<u>Apostrophe</u>	<u>Inverted Commas</u>	<u>Comma</u>	<u>Brackets Dashes Commas</u>	<u>Colon Dash Semi-Colon</u>	<u>Hyphen</u>
<u>Reception</u>	Break strings of letters into individual words	A emerging										
<u>Year 1</u>	FS	A	.	?	!							
<u>Year 2</u>	FS	A	.	?	!	...	' For possession and contraction					
<u>Year 3</u>	FS	A	.	?	!	...	' For possession and contraction	“”	,	List		
<u>Year 4</u>	FS	A	.	?	!	...	' For possession and contraction	“”	,	Fronted Adverbials		

Year 5	FS	A	.	?	!	...	‘ For possession and contraction	“”	,	0 _ _ , _ , Parenthesis		
Year 6	FS	A	.	?	!	...	‘ For possession and contraction	“”	,	0 _ _ , _ , Parenthesis	; : -	-

Teacher Assessment Writing Framework Year 1

WORKING AT THE EXPECTED STANDARD		Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:								
Composition								
To write sentences in order to create short narratives and non-fiction texts.								
To use some features of different text types (although these may not be consistent).								
To reread their writing to check that it makes sense and make suggested changes.								
To use adjectives to describe.								
To use simple sentence structures.								
To use co-ordinating conjunctions to link ideas and sentences (BOA- but/or/and).								
To use the subordinating conjunction 'because' to extend sentences.								
Grammar and Punctuation								
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.							
	finger spaces.							
	full stops to end sentences.							
	question marks							
	exclamation marks							
Transcription								
To spell most words containing previously taught phonemes and GPCs accurately.								
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).								
To use –s and –es to form regular plurals correctly.								
To use the prefix 'un'.								
To add the suffixes –ing, –ed, –er and –est to root words (with no change to the root word).								
To write lower case and capital letters in the correct direction, starting and finishing in the right place.								
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.								

Teacher Assessment Writing Framework Year 2

WORKING TOWARDS THE EXPECTED STANDARD Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre
• write sentences that are sequenced to form a short narrative (real or fictional)							
• demarcate some sentences with capital letters and full stops							
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
• spell some common exception words							
• form lower-case letters in the correct direction, starting and finishing in the right place							
• form lower-case letters of the correct size relative to one another in some of their writing							
• use spacing between words							
WORKING AT THE EXPECTED STANDARD Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:							
• write simple, coherent narratives about personal experiences and those of others (real or fictional)							
• write about real events, recording these simply and clearly							
• demarcate most sentences in their writing with capital letters and full stops							
• use question marks correctly when required							
• use present and past tense mostly correctly and consistently including the simple and progressive tense. Simple. I ate a sandwich. I eat a sandwich. I will eat a sandwich. Progressive. To be + present participle. I was eating a sandwich. I am eating a sandwich. I will be eating a sandwich.							
• use co-ordination (e.g. co-ordinating conjunctions SABO- so/and/but/or)							
• use some subordination (e.g. when/ if/ that/ because) to join clauses							
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others							
• spell many common exception words							
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
• use spacing between words that reflects the size of the letters							
WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:							
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
• make simple additions, revisions and proof-reading corrections to their own writing							
• use the full range of punctuation taught at key stage 1 mostly correctly. Note: The list opposite is from the NC, appendix 2. It is provided here as a guide only!	• capital letters						
	• full stops						
	• question marks						
	• exclamation marks						
	• commas in lists						
	• apostrophes to mark where letters are missing in spelling						
	• apostrophes used to mark singular possession e.g. The girl's football was green.						
• spell most common exception words							
• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)							
• use the diagonal and horizontal strokes needed to join letters in most of their writing.							

Teacher Assessment Writing Framework Year 3

WORKING AT THE EXPECTED STANDARD	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:							
Composition							
To plan and write with an understanding of audience and purpose.							
To begin to make deliberate word choices to add detail, effect and to engage the reader.							
To use the structure of several text types (including the use of simple layout devices in non-fiction).							
To proof-read theirs and others' work to check for errors, suggesting and making improvements.							
To organise writing by grouping most related points into paragraphs.							
Grammar and Punctuation							
To maintain the correct tense (including present perfect tense) throughout a piece of writing.							
To use the full range of punctuation including that taught in previous year groups including question marks, exclamation marks and inverted commas for speech.							
To use a range of co-ordinating conjunctions-FANBOYS (for/and/nor/but/or/yet /so)							
To use a range of subordinating conjunctions- A WHITE BUS.							
To use a range of adverbs including marking fronted adverbials with a comma.							
To use expanded noun phrases and prepositions to show time, place and cause.							
Transcription							
To spell most words with prefixes and suffixes correctly, e.g. irrelevant , autograph , incorrect , usually, adoration , poisonous .							
To spell many of the Year 3 and 4 statutory spelling words correctly including polysyllabic and compound words.							
To use a neat, joined handwriting style with increasing accuracy and speed.							

Teacher Assessment Writing Framework Year 4

WORKING AT THE EXPECTED STANDARD	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:							
Composition							
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).							
To plan and make appropriate and deliberate ambitious word choices to add detail, effect and to engage the reader.							
To write narratives with a clear beginning, middle and end with a coherent plot.							
To proofread and amend their own and others' writing with growing confidence suggesting purposeful and appropriate changes to enhance writing.							
To create more detailed settings, characters and plot in narratives.							
To consistently organise writing by grouping related points into paragraphs.							
Grammar and Punctuation							
To maintain accurate tenses throughout a piece of writing. Use a range of tenses for effect including simple, progressive and perfect.							
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.							
To use the full range of punctuation from previous year groups including inverted commas for direct speech and commas to mark clauses and fronted adverbials.							
To use apostrophes correctly to mark singular and plural possession.							
To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. The heroic soldier with an unbreakable spirit.							
To choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.							
Transcription							
To apply many of the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).							
To use their knowledge of word families to help with their spelling.							
To spell most of the Year 3 and 4 statutory spelling words correctly including polysyllabic and compound words.							
To use a neat, joined handwriting style with increasing accuracy and speed.							

Teacher Assessment Writing Framework Year 5

	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre	Date/Genre
WORKING AT THE EXPECTED STANDARD							
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:							
Composition							
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.							
To confidently make deliberate ambitious word choices including figurative language to add detail, effect and to engage the reader.							
To describe settings, characters and atmosphere to consciously engage the reader.							
To use dialogue to convey a character and advance the action with increasing confidence.							
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.							
To create paragraphs that are usually suitably linked using adverbials where necessary.							
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements including removing unnecessary repetition or irrelevant details.							
Grammar and Punctuation							
To use the full range of punctuation from previous year groups.							
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.							
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials.							
To 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.							
To use brackets, dashes or commas to begin to indicate parenthesis.							
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.							
Transcription							
To spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.							
To convert nouns or adjectives into verbs using suffixes, e.g. designate ate , classify ify , criticise ise .							
To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.							
To spell many words correctly from the Y5/6 statutory spelling list.							
To write legibly, fluently and with increasing speed.							

- Year Six End of Year Expectations -

Working Towards the Expected Standard (WTS)				
• Write for a range of purposes				
• Use paragraphs to organise ideas				
• In narratives, describe settings and characters				
• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
• Use capital letters, full stops, question marks, commas for list and apostrophes for contraction mostly correctly				
• Spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/ year 6 spelling list				
• Write legibly				
Working at the Expected Standard (EXS)				
• 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)				
• In narratives, describe settings, characters and atmosphere				
• Integrate dialogue in narratives to convey character and advance action				
• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)				
• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.				
• Use verb tenses consistently and correctly throughout my writing				
• Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)				
• 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				
• Joined and legible handwriting				
Working at Greater Depth (GDS)				
• 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)				
• Distinguish between the language of speech and writing and choose the appropriate register				
• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this				
• 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				

