



SHERBORNE PRIMARY SCHOOL WORKING AT THE EXPECTED STANDARD

EYFS ARE: Children at the expected level of development will:	Y1 ARE: The pupil can, after discussion with the teacher:	Y2 ARE The pupil can, after discussion with the teacher:	Y3 ARE Working independently, the pupil is beginning to:	Y4 ARE: Working independently, pupils are beginning to apply their knowledge to:	Y5 ARE Working independently, pupils apply their knowledge to:	Y6 ARE The pupil can:
Write simple phrases and sentences that can be read by others	write sentences in order to create short non-fiction texts.	write about real events, recording these simply and clearly	use ideas from own reading and modelled examples to plan their writing, demonstrating an increasing understanding of purpose and audience.	write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	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)
	write sentences in order to create short narratives.	write simple, coherent narratives about personal experiences and those of others (real or fictional)	create settings, characters and plot in narratives.	create more detailed settings, characters and plot in narratives to engage the reader, expanding noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	describe settings, characters and atmosphere to consciously engage the reader.	in narratives, describe settings, characters and atmosphere
	use the joining word (conjunction) 'and' to link ideas and sentences.	use coordination (e.g. or / and / but) to join clauses and some subordination (e.g. when / if / that / because) to join clauses	use conjunctions, adverbs and prepositions to show time, place and cause.			
			organise their writing into paragraphs around a theme with headings and sub headings as appropriate.	use paragraphs to signal a change of event, time or place	use devices, e.g. topic sentences and time adverbials to build cohesion within and across paragraphs	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

				regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.		
	Use and spell the suffixes –ing, and –ed correctly when using words needing these suffixes	use present and past tense mostly correctly and consistently	maintain the correct tense throughout a piece of writing.	maintain an accurate tense throughout a piece of writing (including present perfect tense).	Use the present perfect form of verbs in contrast to the past tense	use verb tenses consistently and correctly throughout their writing
			use inverted commas in direct speech.	use necessary punctuation to indicate direct speech	use correctly punctuated dialogue	integrate dialogue in narratives to convey character and advance the action
	use capital letters and full stops to demarcate sentences. mostly appropriately.	demarcate most sentences in their writing with capital letters and full stops,	use the full range of punctuation from previous year groups.	use the full range of punctuation from previous year groups.	use the full range of punctuation from previous year groups and begin to apply Y5 punctuation.	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	consistently use capital letters for the pronoun “I” and begin to use them for names	use question marks correctly when required	Use exclamation marks	Use commas after fronted adverbials	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. use adverbs and modal verbs to indicate degrees of possibility, use relative clauses beginning with a relative pronoun, use commas to clarify meaning or to avoid ambiguity, use brackets, dashes or commas to begin to indicate parenthesis, use semi-colons, colons or dashes to mark boundaries between independent clauses)	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)
	show some use of question marks			Indicating possession by using the possessive apostrophe accurately in words with regular and irregular plurals		
	spell most Y1 common exception words	spell many common exception words*	spell many of the Year 3 statutory spelling words correctly and use many of	spell many words correctly from the Y4 common	spell many words correctly from the Y5 common	spell correctly most words from the year 5 / year 6 spelling list, * and use a

			the Year 3 spelling rules appropriately.	exception word list and apply the Y4 spelling rules	exception word list and apply the Y5 spelling rules	dictionary to check the spelling of uncommon or more ambitious vocabulary
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	spell most words containing previously taught phonemes and GPCs accurately.	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others				
Write recognisable letters, most of which are correctly formed	form most lower case and capital letters correctly	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined	consistently use a neat, joined handwriting style.	write legibly, fluently and with increasing speed.	maintain legibility in joined handwriting when writing at speed.
	Leave spaces between words	use spacing between words that reflects the size of the letters.				