		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Composition and Effect		The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher. **TAF 1 The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)**	The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher. TAF 1 The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional) TAF 2 The pupil can, after discussion with the teacher: write about real events, recording these simply and clearly The pupil can write effectively and coherently for different purposes, after discussion with the teacher. TAF 1 write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can adopt the features, vocabulary and style from models they have seen. The pupil collects information from a range of sources. The pupil organises ideas using a planning template. TAF 1 The pupil, after discussion with the teacher, write for different purposes. TAF 2 The pupil can use the features of writing mainly appropriate to the selected task The pupil can, in narratives, describe settings and characters	The pupil understands and uses the structure, vocabulary and grammar of writing/texts similar to that which they are planning to write. The pupils discuss and record ideas independently. TAF 1 Features of text type or genre are appropriate for task e.g. layout, verb form and formality	The pupil can write for a range of purposes and audiences Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	The pupil can 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). TAF 1 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) TAF 2 in narratives, describe settings, characters and atmosphere TAF3 integrate dialogue in narratives to convey character and advance the action
Sentence Structure	**Simple**	Independently written simple sentences.	Some variety of mainly grammatically accurate sentence types as appropriate for given task eg commands to instruct reader; statements to give information.	Composes and rehearses sentences orally (including dialogue) Expands ideas using effective vocabulary. Uses a range of sentence structures	Vocabulary and sentence structure are appropriate to the task and selected for effect.	Sentence structures are varied throughout text and some simple sentences are used for effect	Sentence forms are used securely and appropriately throughout and across texts and text types including the difference between structures typical of informal speech and those which are appropriate for formal speech and writing. TAF 4 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 modal verbs to suggest degrees of possibility)
	Compound and complex	Beginning to use compound sentences.	Writing includes both compound and complex sentences which may indicate cause or time.	Using sentences with more than one clause, which are mostly grammatically accurate., e.g. correct subject / verb agreement; security of tense and person; correct use of subordination.	Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.	Includes complex sentences using relative clauses	
	Subjunctive and passive					Some use of passive verbs to affect how information is presented but may not always be accurate	Passive voice is used to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken.) TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented) Use of subjunctive forms such as If I were to reflect the formality, purpose and tone in writing and speech.
Conjunction and Subordination	**JOINING CLAUSES/ LINKING**	Word and clauses are joined using and	Clauses mostly linked with simple co-ordinators and, but, so, or TAF 5 The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) to join clauses	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if	A wider range of conjunctions used throughout and across texts to join sentences with more than one clause.	Relative clauses introduced by the use of an implied (omitted) pronoun eg (The woods, both dark and dangerous, versus The woods, which were both dark and dangerous)	Use of a wider range of clauses (independent, relative and subordinate) for effect - selecting appropriate conjunctions with use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'). TAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
	ADVERBIALS		Some use of subordination to indicate cause or time (when, if, because, that) TAF 5 The pupil can, after discussion with the teacher: some subordination (e.g. when / if / that / because) to join clauses	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Appropriate use of a range of adverbials to link sentences or clauses eg (on the other hand, in contrast, as a consequence)	TAF5 Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	DEVELOPING COHESION			Expressing time, place and cause using prepositions [for example, before, after, during, in, because of].		Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Subordinating and coordinating conjunctions are used for emphasis or to nominalise for succinctness (Because of that, he failed.).
	RELATIVE PRONOUNS			Use relative pronouns who and which	Use relative pronouns who which and that	Use of who, which, where, when, whose to introduce a relative clause	

KEY: Writing statements | **TAF WTS Statements 2018 KS1/2** | TAF Statements 2018 KS1/2 | Prior Learning or Year Group Non-Negotiables | Statement from Teacher Assessment Framework 2018 EXS | Statement from Teacher Assessment Framework 2018 GDS

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		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation	**Capitals**	Capital letters used for names of people, places, days of week and personal pronoun I.	Capital letters used to mark proper nouns and ALWAYS for personal pronoun I. TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Sentences mostly punctuated accurately including capital letters, full stops, question marks. Capital letters and full stops consistently used accurately	Sentences punctuated accurately including capital letters, full stops, question marks and exclamation marks.	Sentences punctuated accurately including use of inverted commas/ speech marks and apostrophes to show possession and contracted forms. Use of full stops, capital letters, exclamation marks and question marks used mostly occasionally with minor lapses.	Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes (for singular and plural possession). TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	Full stops	Sentences sometimes demarcated with capital letters AND full stops. **TAF 2 demarcate some sentences with capital letters and full stops**	TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
	Question marks	Sentence boundaries sometimes demarcated with a question mark	TAF 3 The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
	Exclamation marks	Sentence boundaries sometimes demarcated with an exclamation mark	Appropriate use of exclamation marks.	Meaning clarified through the use of exclamation marks eg Jack took off his heavy coat because it was so warm!			
	Commas		Commas used to separate items in a list.	Boundaries correctly identified and demarcated between separate sentences. (Be wary of comma splicing!) Often uses commas correctly after fronted adverbials.	Consistently uses commas correctly after fronted adverbials.	Some commas used to clarify meaning and mark phrases and clauses Commas used mostly to mark fronted adverbials and items in a list	Commas used within sentences to clarify meaning or avoid ambiguity. TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Inverted commas			Inverted commas/speech marks used to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Inverted commas used mostly correctly to demarcate direct speech	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
	Apostrophes for possession			Apostrophes used to denote singular possession.	Apostrophes used to denote both singular and plural possession	Apostrophes for singular and plural possession used mostly correctly.	
	Apostrophes for contraction		Apostrophes to mark contracted forms. Apostrophes sometimes used to denote singular possession.		Apostrophe for contraction e.g. could not/ couldn't	**TAF 5 use apostrophes for contraction mostly correctly**	TAF 7 use the range of punctuation taught at key stage 2 mostly correctly
	Wider range of punctuation					To begin to use semi-colons to demarcate two independent clauses Colons used to introduce a list" Some use of brackets, commas and dashes to indicate parenthesis	Wider range of punctuation may be used to mark boundaries between independent clauses (eg semi colons, colons, dashes) A range of brackets, dashes or commas used to indicate parenthesis - selected to best suit the formality, tone and purpose of writing. TAF 7 use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) Use of hyphens to avoid ambiguity
Tense and Verb Forms	**Tenses**		AF 4 The pupil can, after discussion with the teacher: use present and past tense mostly correctly and consistently	Tense choice generally consistent, mainly grammatically accurate and appropriate to task including use of present perfect where appropriate.e.g I have eaten/I had eaten	Tense choice appropriate and consistent with verb forms varied and grammatically accurate in terms of Standard English.	Use Standard English forms for verb inflections	TAF6 use verb tenses consistently and correctly throughout their writing
	Verb Forms		Standard English is demonstrated in subject-verb agreement of the verb to be (eg we were as opposed to we was)		Use Standard English forms for verb inflections instead of local spoken forms, such as, she is and they are	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs to create cohesion	Verb forms are controlled and selected to convey precision of meaning (It would be helpful if you could let me know, as this will enable me to take further action). A range of verb forms develops meaning, and appropriate tense choice is maintained including use of modals (should, might, could, will, must) (it will probably leave of its own accord…We could catch a later train, but will we arrive on time?). TAF 6 use verb tenses consistently and correctly throughout their writing Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tense and Verb Forms	**Word Order**						Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate (the centre has been visited often). TAF 6 use verb tenses consistently and correctly throughout their writing
Word Classes	**Nouns**	Identification of proper nouns	Introduction of additional detail through the use of expanded noun phrases including simple noun phrases (eg the small cottage/the small cottage with the red door)	Expanded noun phrases add relevant and meaningful detail.	Chooses a variety of different expanded noun phrases for clarity		Expanded noun phrases convey complicated information concisely eg use of nominalisation (eg The unfair distribution of food caused the famine versus The food was unfairly distributed which caused the famine.) and verbification (eg I emailed her versus I sent her an email.)
	Adjectives		Introduction of additional detail through the use of expanded noun phrases including adjectives and comparatives	Some evidence of adjectives being used for precision, clarity and impact (beginning to understand that adjectives can be compared on a scale of intensity)	Noun phrases expanded by the addition of modifying adjectives. Adjectives used for precision, clarity and impact eg difference between hot, warm , tepid, lukewarm etc (shades of meaning)	Expanded noun phrases effectively to add detail, qualification and precision	Describe characters, setting and atmosphere in convincing detail selecting vocabulary accordingly.
	Adverbs		Introduction of additional detail through the use of expanded noun phrases including adverbs	Use some fronted adverbials	Adverbial connectives such as however fronted adverbials	Adverbs and adverbials to add detail, qualification and precision	TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Prepositions			Use some prepositions	Sometimes deletes words in sentences to see which are essential to retain meaning and which are not. (eg avoiding overly long expanded, noun phrases)		Uses prepositions effectively to effectively add detail, qualification and precision
Organisation of Text and Use of Paragraphs	**Sequence**	Sentences within simple texts are sequenced.	Ideas and events sequenced logically.	Ideas and events are sequenced using adverbs of time or manner or place.	Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.	Cohesion created through organisation of paragraphs in to subjects or linked ideas	Sequencing and structured organisation of paragraphs and / or sections contributes to overall effectiveness of text. TAF 1 write effectively for a range of purposes and audiences
	Opening and Endings	A simple opening and/ or ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)	A brief introduction (opening) and ending usually signalled.	A simple opening and ending (Once upon a time...Yesterday we made cakes...Dear Santa...At the end we went home...)	An appropriate opening and closing, which may be linked.		
	Cohesion	Some ideas/events linked by connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire).	Related sentences linked by pronouns or simple time connectives (Then they climbed...She picked the flower...Next you stir it...)	Simple adverbials / pronouns may link sentences, sections or paragraphs (when we got there, after that). Some linking of ideas / events – flow may be disjointed or abrupt	Fronted adverbials contribute to linking of text. Chooses nouns and pronouns consistently for clarity and cohesion. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis TAF 5 use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Paragraphs		Some attempt to organise and group related ideas together.	Groups related information to form paragraphs	Uses paragraphs to develop and organise ideas around a theme	Information / events developed in depth within some paragraphs and / or sections.	Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.
	Layout Devices			Chooses and uses simple organisational devices, such as headings and sub-headings, in non-narrative writing	Confidently uses organisational devices in non-narrative writing	Some organisational features may be used to support structure such as bullet points, sub-headings and headings.	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] are used effectively. **TAF 4 in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)**