

St Thomas Aquinas Catholic Multi-Academy Trust

Year R Writing Statements

Strand	Target			
Spelling	20+ phonemes spelt phonetically plausibly			
	Some correct choice of grapheme			
	Some exception words are spelt correctly			
	Able to name the letters of the alphabet			
Handwriting	Able to sit correctly to write and can hold a pencil comfortably and correctly with a tripod grip			
	Able to form lower case letters correctly			
	Able to form capital letters			
	Able to write the digits 0-9 correctly			
	Some spaces are left between words			
Vocabulary, grammar and punctuation	Attempts to write simple sentences			
	Some compound sentences created with 'and'			
	Some sentences punctuated with capital letters			
	Some sentences punctuated with full stops			
	Use everyday language related to time and events that have happened or are about to happen in the future			
	Capital letters used for names of people, places, days of the week and 'I'			
Text structure & organisation	Sequences sentences to write short stories and non-fiction texts			
Effect on the reader	Uses words and phrases to communicate meaning in a series of simple statements based on their own ideas			



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Year 1 Writing Statements

Strand	Target			
Spelling	40+ phonemes spelt phonetically plausibly			
	Some correct choice of grapheme			
	Most exception words are spelt correctly			
	Able to name the letters of the alphabet			
	Able to spell words which need an 's' or 'es' to show plurals or to change verbs e.g. he pushes			
	Able to spell words ending in -ing, -ed, -er and -est where the root word does not change			
Handwriting	Able to sit correctly to write and can hold a pencil comfortably and correctly			
	Able to form lower case letters correctly			
	Able to form capital letters			
	Able to write the digits 0-9 correctly			
	Spaces are left between words			
Vocabulary, grammar and punctuation	Able to write simple sentences			
	Some compound sentences created with 'and'			
	Some sentences punctuated with capital letters			
	Some sentences punctuated with full stops			
	Question marks or exclamation marks are beginning to be used			
	Past and present tense sometimes used correctly			
	Capital letters used for names of people, places, days of the week and 'I'			
Text structure & organisation	Sequences sentences to write short stories and non-fiction texts			
Effect on the reader	Uses words and phrases to communicate meaning in a series of simple statements based on their own ideas			



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Year 2 Writing Statements - by strand

Strand	Target			
Spelling	Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others			
	Some common exception words spelt correctly			
	Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>many of these</u> words correctly and making phonically-plausible attempts at others			
	Many common exception words spelt correctly			
	Most common words spelt correctly			
	Able to add suffixes to spell most words correctly in writing (-ment, -ness, -ful, -less, -ly)			
Handwriting	Able to form lower-case letters in the correct direction, starting and finishing in the right place			
	Able to form lower-case letters of the correct size relative to one another in some writing			
	Spacing used between words			
	Able to form capital letters and digits of the correct size, orientation and relationships to one another and to lower case letters			
	Able to use spaces between words that reflect the size of the letters			
	Able to use the diagonal and horizontal strokes needed to join some letters			
Vocabulary, grammar and punctuation	<u>Some</u> sentences punctuated with capital letters			
	<u>Some</u> sentences punctuated with full stops			
	<u>Most</u> sentences punctuated with capital letters			
	<u>Most</u> sentences punctuated with full stops			
	<u>Most</u> sentences punctuated with question marks when appropriate			
	Able to use past tense mostly correctly and consistently			
	Able to use present tense mostly correctly and consistently			
	Able to use coordinating conjunctions (or, and, but)			
	Able to use some subordinating conjunctions (when, if, that, because)			
	Able to use adjectives to add information to nouns to make expanded noun phrases			
	Able to use the punctuation taught at KS1 mostly correctly			
Text structure & organisation	Able to write sentences that are sequenced to form a short narrative (real or fiction)			
	Able to write simple, coherent narratives about personal experiences (real or fiction)			
	Able to write simple, coherent narratives about experiences of others (real or fiction)			
	Able to write about real events, recording these simply and clearly			
	Developing stamina in writing			
Effect on the reader	Able to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
	Able to make simple additions, revisions and proof-reading corrections to their own writing			



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Year 2 Writing Statements – as per TAF

	Target	Evidence (enter date and text type ie Diary 5/3/19)					
Working towards the expected standard	Able to write sentences that are sequenced to form a short narrative (real or fiction)						
	<u>Some</u> sentences punctuated with capital letters						
	<u>Some</u> sentences punctuated with full stops						
	Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others						
	Some common exception words spelt correctly						
	Able to form lower-case letters in the correct direction, starting and finishing in the right place						
	Able to form lower-case letters of the correct size relative to one another in some writing						
	Spacing used between words						
Working at the expected standard	Able to write simple, coherent narratives about personal experiences (real or fiction)						
	Able to write simple, coherent narratives about experiences of others (real or fiction)						
	Able to write about real events, recording these simply and clearly						
	<u>Most</u> sentences punctuated with capital letters						
	<u>Most</u> sentences punctuated with full stops						
	<u>Most</u> sentences punctuated with question marks when appropriate						
	Able to use past tense mostly correctly and consistently						
	Able to use present tense mostly correctly and consistently						
	Able to use coordinating conjunctions (or, and, but)						
	Able to use some subordinating conjunctions (when, if, that, because)						
	Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>many of these</u> words correctly and making phonically-plausible attempts at others						
	Many common exception words spelt correctly						
	Able to form capital letters and digits of the correct size, orientation and relationships to one another and to lower case letters						
	Able to use spaces between words that reflect the size of the letters						
	Able to use adjectives to add information to nouns to make expanded noun phrases						
	Developing stamina in writing						
Working at greater depth	Able to use the punctuation taught at KS1 mostly correctly						
	Able to use the diagonal and horizontal strokes needed to join some letters						
	Most common words spelt correctly						
	Able to add suffixes to spell most words correctly in writing (-ment, -ness, -ful, -less, -ly)						
	Able to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
	Able to make simple additions, revisions and proof-reading corrections to their own writing						



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Year 3 Writing Statements

Strand	Target			
Spelling	Year 3 prefixes are mostly spelt correctly			
	Year 3 suffixes are mostly spelt correctly			
	Homophones are mostly spelt correctly			
	Some tricky words for Year 3/4 are spelt correctly			
Hand-writing	Able to use the diagonal and horizontal strokes that are needed to join letters and understand which letters do not join when adjacent			
	Handwriting is becoming easier to read and more consistently sized and even			
Vocabulary, grammar and punctuation	Some adverbials are used to express time, place and cause			
	Some adjectives are used to add details			
	Some prepositions are used to add detail			
	Conjunctions are used to express time, place and cause (when, before, after, so, while)			
	Sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks			
	Past and present tense is mostly accurate, including verb forms and subject-verb agreement			
	Sentences are beginning to vary using fronted adverbials			
	Able to use noun phrases by adding adjectives, nouns and prepositional phrases			
	Some apostrophes are used for contraction and singular possession			
	Inverted commas may be used to punctuate speech			
	Commas are beginning to be used after fronted adverbials			
	An increasingly varied and rich vocabulary is starting to develop			
	Other verb forms, such as the present perfect are used			
Text structure & organisation	Ideas are beginning to be grouped into paragraphs			
	Some links are made between sentences/paragraphs (ie with adverbials – As I arrived...)			
	Writing demonstrates a mix of sentence structures			
Effect on the reader	Able to suggest improvements to vocabulary and to make spelling, punctuation and grammar more accurate			
	In narrative, settings are created			
	In narrative, characters are created			
	In narrative, plots are created			
	The general purpose of the writing is clear			
	The features chosen in writing are generally appropriate to the task			
	An attempt is made to show the writer's viewpoint			
	Writing is made more detailed to interest the reader			



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Year 4 Writing Statements

Strand	Target			
Spelling	Year 4 prefixes are mostly spelt correctly			
	Year 4 suffixes are mostly spelt correctly			
	Homophones are mostly spelt correctly			
	Tricky words for Year 3/4 are spelt correctly			
Hand-writing	Handwriting is easy to read and consistent			
Vocabulary, grammar and punctuation	Apostrophes for contraction and possession are used mostly correctly			
	Able to use the possessive apostrophe correctly in words with irregular plurals ie children's			
	Wider range of sentences with more than one clause using a wider range of conjunctions, including when, if, because and although			
	The present perfect form of verbs is used in contrast to the simple past tense and an attempt is made to try and use other varied tense and verb forms			
	Sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks			
	Nouns and pronouns are chosen to be clear, for cohesion and to avoid repetition			
	Expanded noun phrases are created by adding adjectives, nouns and prepositional phrases			
	Conjunctions are used to show time and cause			
	Adverbials are used to show time and cause			
	Prepositions are used to show time and cause (ie since, before, after)			
	Sentences are varied using fronted adverbials			
	Standard English forms of verbs (ie 'we were', not 'we was')			
	Commas after fronted adverbials are used correctly			
	Commas in lists are used correctly			
	Inverted commas are mostly used correctly, with a comma after the reporting clause in speech			
Text structure & organisation	Paragraphs are organised around a theme			
	Introductions and/or closing paragraphs are used			
	Ideas are mostly presented in a logical order			
	Some links are made between sentences/paragraphs (ie with adverbials – As I arrived...)			
Effect on the reader	In narrative, settings are created			
	In narrative, characters are created			
	In narrative, plots are created			
	The general purpose of the writing is clear			
	The features chosen in writing are generally appropriate to the task			
	An attempt is made to show the writer's viewpoint			



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Year 5 Writing Statements

Strand	Target			
Spelling	Some words with Year 5/6 prefixes and suffixes spelt correctly			
	Words spelt with silent letters ('kn' and 'gn') spelt correctly			
	A wider range of homophones is spelt correctly			
	Some of the tricky words for Year 5/6 are spelt correctly			
Hand-writing	Handwriting is legible, fluent and performed with increasing speed, with letters joined appropriately			
Vocabulary, grammar and punctuation	Formal vocabulary and structures are used in writing, including when the writer is expressing their own opinion			
	Expanded noun phrases are used to convey information concisely			
	Modal verbs or adverbs are used to show degrees of possibility or shades of meaning (ie should, could, might)			
	Sentence structure is varied through the use of a range of openers including fronted adverbials and speech			
	Subject-verb agreement is accurate when using both singular and plural			
	Relative clauses are used, beginning with: who, which, where, whose			
	Some use of the passive voice			
	Commas are used to separate clauses			
	Tenses are used mostly accurately			
	Bullet points are consistently punctuated			
	Embedded clauses are mostly correctly used to insert detail and are punctuated with commas, brackets or dashes as necessary			
Text structure & organisation	A wide range of devices is used to link ideas within paragraphs, including: pronoun links, adverbials, conjunctions and accurate choice of tense			
	In non-fiction, a wider range of presentational and organisational devices is used to structure texts (ie headings, bullet points)			
	Organisation of paragraphs is logical and clear (ie chronological or by related points)			
	Paragraphs are sometimes extended, usually around a topic, main event or idea			
	Connections between paragraphs are maintained through ongoing references (ie pronouns, adverbials, connecting words and phrases, consistent use of tense)			
	Writing has an appropriate opening and closing			
Effect on the reader	Able to identify audience and purpose for each piece of writing			
	Main features of different text types are used appropriately and text types are beginning to be combined			
	Viewpoint of writing is established and generally maintained			
	In narrative, settings are described			
	In narrative, characters are described			
	In narrative, atmosphere is described			
	In narrative, dialogue is used to show character and to move the action forward			
	Able to make changes to grammar, punctuation and vocabulary to enhance the effect and make meaning clearer			



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Year 6 Writing Statements – by strand

Strand	Target			
Spelling	Able to spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list			
	Able to 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			
Handwriting	Handwriting is legible			
	Able to maintain legibility in joined handwriting when writing at speed			
Vocabulary, grammar and punctuation	Able to use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly			
	Able to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
	Able to use verb tenses consistently and correctly throughout the writing			
	Able to use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)			
	Able to 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.			
Text structure & organisation	Able to use paragraphs to organise ideas			
	In non-narrative writing, able to use simple devices to structure the writing and support the reader (e.g. headings, sub-heading, bullet-points)			
Effect on the reader	Able to write for a range of purposes and audiences			
	In narratives, describes settings and atmosphere			
	Able to write effectively for a range of purposes and audiences, selecting language that shows a 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, describes characters			
	Integrates dialogue in narratives to convey character and advance the action			
	Able to 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)			
	Able to 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)			
	Able to distinguish between the language of speech and writing and choose the appropriate register			
	Able to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			



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Year 6 Writing Statements – as per TAF

	Target	Evidence (enter date and text type ie Diary 5/3/19)					
Working towards the expected standard	Able to write for a range of purposes and audiences						
	Able to use paragraphs to organise ideas						
	In narratives, describes settings and atmosphere						
	In narratives, describes characters						
	In non-narrative writing, able to use simple devices to structure the writing and support the reader (e.g. headings, sub-heading, bullet-points)						
	Able to use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly						
	Able to spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list						
	Handwriting is legible						
Working at the expected standard	Able to write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)						
	Integrates dialogue in narratives to convey character and advance the action						
	Able to 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)						
	Able to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs						
	Able to use verb tenses consistently and correctly throughout the writing						
	Able to use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)						
	Able to 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						
	Able to maintain legibility in joined handwriting when writing at speed						
Working at greater depth	Able to 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)						
	Able to distinguish between the language of speech and writing and choose the appropriate register						
	Able to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
	Able to 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.						

