

CLLD	4	5	6	7	8	9
Language for communication and thinking	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions	Uses language to imagine and recreate roles and experiences	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words	Speaks clearly with confidence and control, showing awareness of the listener	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary
Linking sounds and letters	Links sounds to letters, naming and sounding letters of the alphabet	Hears and says sounds in words	Blends sounds in words	Uses phonic knowledge to read simple regular words	Attempts to read more complex words, using phonic knowledge	Uses knowledge of letters, sounds and words when reading and writing independently
Reading	Knows that, in English, print is read from left to right and top to bottom	Shows an understanding of the elements of stories, such as main character, sequence of events and openings	Reads a range of familiar and common words and simple sentences independently	Retells narratives in the correct sequence, drawing on language patterns of stories	Shows an understanding of how information can be found in nonfiction texts to answer questions about where, who, why and how	Reads books of own choice with some fluency and accuracy
Writing	Writes own name and other words from memory	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed	Attempts writing for a variety of purposes, using features of different forms	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	Begins to form captions and simple sentences, sometimes using punctuation	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences

	AF5	AF6	AF3	AF4	AF1	AF2	AF7	AF8		
	Vary sentences for clarity, purpose and effect	Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Organise and present whole texts effectively, sequencing and structuring information, ideas and events	Construct paragraphs and use cohesion within and between paragraphs	Write imaginative, interesting and thoughtful texts	Produce texts which are appropriate to task, reader and purpose	Select appropriate and effective vocabulary	Use correct spelling	Handwriting and presentation	
Level	Sentence Structure and Punctuation		Text Structure and Organisation		Composition and Effect			Spelling	Handwriting	
1	<i>Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.</i>									
1c	<ul style="list-style-type: none"> Writes simple words and phrases Composes a sentence orally and attempt to replicate it in writing. Shows some awareness of how full stops are used in writing or reading. Full stops may be used to mark the end of a line rather than a sentence. 		<ul style="list-style-type: none"> Writing is orientated correctly, (top to bottom, left to right). Some ideas may be linked by 'and'. 		<ul style="list-style-type: none"> Recognisable letters and simple words and phrases are used to convey meaning Writing may need to be mediated to be understood Begins to write in different forms; e.g. lists, captions, simple stories. 			Phonics Phase 3		<ul style="list-style-type: none"> Most letters correctly formed and orientated Spaces between words Upper and lower case sometimes distinguished
1b	<ul style="list-style-type: none"> Begins to join ideas with 'and'. Some use of capital letters. Writing begins to show an awareness of how full stops are used. 		<ul style="list-style-type: none"> Simple beginning, middle and end are becoming apparent through imitated story language. Some events or ideas are in an appropriate order 		<ul style="list-style-type: none"> Writing can generally be read without mediation. Begins to use story language. There may be some simple but appropriate vocabulary linked to the context. Narrative or non-narrative identifiable. 			<ul style="list-style-type: none"> Usually correct spelling of simple high-frequency words Phonetically plausible attempts at words with digraphs and double letters Sufficient number of recognisable words for writing to be readable, including, e.g. use of letter names to approximate syllables and words 		
1a	<ul style="list-style-type: none"> Writes simple sentences that makes sense. Begins to join simple sentences with 'and'. Some sentences demarcated with capital letters and full stops. Sometimes attempts to match sentence structure to purpose. 		<ul style="list-style-type: none"> Ideas are sequenced appropriately, e.g. stories have a beginning, middle and an end or instructions are in the correct order. Some formulaic phrases are used to indicate the start / end, e.g. <i>once upon a time, one day, the end.</i> 		<ul style="list-style-type: none"> Pupil uses appropriate vocabulary, making choices between alternatives supplied, e.g. word banks. Some interesting descriptive language used, e.g. for appearance, feelings, characters and settings. 					
2	<i>Pupils' writing communicates meaning in both narrative and non narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.</i>									
2c	<ul style="list-style-type: none"> Uses simple sentences and compound sentences joined by 'and' Uses full stops and capital letters more consistently. Some evidence of the use of other punctuation such as exclamation and question marks. 		<ul style="list-style-type: none"> Writing begins to show characteristics of chosen form based on the structure of known texts. Chronological and non-chronological texts show simple structures. 		<ul style="list-style-type: none"> Considers and selects from alternative word choices related to the subject matter. Words chosen for effect. 					<ul style="list-style-type: none"> Letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower-case letters. Clear letter formation, with ascenders and descenders distinguished, generally upper- and lower-case letters not mixed within words
2b	<ul style="list-style-type: none"> Uses a range of connectives to make a compound sentence e.g. <i>and, but because, so.</i> Full stops, capital letters and question marks are used more consistently. Pronouns are used to avoid repetition. Begins to experiment with exclamation marks. Starts some sentences in different ways e.g. Subject; preposition; pronoun. Begins to use subordination to show time and reason. 		<ul style="list-style-type: none"> Organisation reflects the purpose of the writing, e.g. Instructions. Related ideas are grouped together. Some use of basic layout conventions are used. Uses connectives that signal time, e.g. <i>then, after, before, meanwhile.</i> 		<ul style="list-style-type: none"> Variation in word choices, some of which is ambitious; (adjectives and nouns) Detail is used to engage the reader. Simple but appropriate text features apparent. 			Phonics Phase 5		
2a	<ul style="list-style-type: none"> Sentences start in a variety of ways. Past and present tense is mainly accurate Connectives used at the beginning and within sentences e.g. when, if. Full stops, capital letters and question marks used accurately. Exclamation marks used more effectively. Commas used to separate items in a list. Begins to experiment with speech marks. 		<ul style="list-style-type: none"> Uses appropriate language and structures for the text-form. Pupil starts to show awareness of paragraphs. Appropriate presentational features selected to suit particular writing purpose on paper and on screen. 		<ul style="list-style-type: none"> Sustains form in narrative, including use of person and time. Makes adventurous word and language choices appropriate to the style and purpose of the text. Dialogue or actions show character and viewpoint. 			Usually correct spelling of:		
3	<i>Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences full stops, capital letters and question marks is used accurately. Handwriting is joined and legible.</i>									
3c	<ul style="list-style-type: none"> Writing is generally composed in effective simple and compound sentences which are grammatically correct. Uses first and third person consistently. Uses a range of connectives to signal time, e.g. <i>first, next, then, after a while, eventually;</i> Uses a range of connectives to signal cause/reason, e.g. <i>because, so.</i> Adds detail through noun phrases, e.g. <i>golden coins;</i> and adverbs, e.g. <i>glistening brightly.</i> Speech marks attempted where appropriate. 		<ul style="list-style-type: none"> In narrative, the main features of story structure are used to organise events – openings and endings are indicated. Story structure is present but may not be balanced, e.g. long beginnings and sudden endings. In non-narrative, some simple layout features are used. There are some links between ideas but these may not be clear Pupil starts to group related material into short paragraphs but links between paragraphs may be unclear. 		<ul style="list-style-type: none"> Uses a range of verbs and adjectives for impact. Selects nouns to be specific, e.g. Ferrari instead of car. Begins to use technical language appropriate to text-type. Attempts to engage reader through detail or word choices. 			In most writing correct spelling of:		In most writing: <ul style="list-style-type: none"> Legible style, shows accurate and consistent letter formation, sometimes joined.
								<ul style="list-style-type: none"> Some common grammatical function words Common content/lexical words with more than one morpheme, including compound words 		

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Level	Sentence Structure and Punctuation		Text Structure and Organisation		Composition and Effect		Spelling	Handwriting	
3b	<ul style="list-style-type: none"> Writing is composed in effective simple and compound sentences, grammatically correct. Begins to use subordination such as 'when', 'while', 'until', 'because'. Uses complex sentences with adverb starters, e.g. <i>slowly, carefully</i>; or relative clauses, e.g. <i>The boy, who was caught stealing apples, was chased by the farmer's dog.</i> Begins to use commas to mark embedded clauses. e.g. <i>The pirate, with his cutlass clenched in his teeth, swung on to the ship.</i> Uses apostrophe for possession. Speech marks mostly accurate. 		<ul style="list-style-type: none"> In narrative, pupil uses beginning, middle and end in which events are sequenced logically and the main conflict is resolved. The story is balanced and there is an attempt to create pace In non narrative, the layout attempts to organise key elements. Related material is grouped into paragraphs. Some attempts to link paragraphs. 		<ul style="list-style-type: none"> Uses a range of technical and descriptive language. Varies the use of verbs and adjectives to achieve impact. Adverbs are used to add detail to actions. The beginnings of a conscious written style are evident, e.g. directly addressing the reader. 		In most writing correct spelling of: <ul style="list-style-type: none"> Some common grammatical function words Common content/lexical words with more than one morpheme, including compound words 	In most writing: <ul style="list-style-type: none"> Legible style, shows accurate and consistent letter formation, sometimes joined. 	
3a	<ul style="list-style-type: none"> Uses a variety of sentences for effect e.g. long and short sentences for description or suspense. Starts sentences in a variety of ways. Subordination connectives are used between, at the beginning, and within sentences. <i>We wore our wellies when we played in the puddles. When we played in the puddles we wore our wellies.</i> Tense mostly accurate. Accurate use of commas in a list and to mark clauses. Mostly accurate use of punctuation within dialogue and within the complete sentence. 		<ul style="list-style-type: none"> Text is organised into paragraphs to distinguish between different information, events or processes. Narrative events are well paced. Cohesion is achieved through use of nouns and their related pronouns. Writes narratives with a build up and complication that lead towards a defined ending. Each element of narrative is grouped into separate paragraphs. 		<ul style="list-style-type: none"> Most features of appropriate text-type are executed with increasing confidence. Carefully selected detail is included to support purpose and engage reader's interest. Some vocabulary is chosen to add interest or clarity or to introduce opinion or persuasion. In narrative, a range of devices are used to describe settings. Characters are created with some interaction to reveal feelings. Word use is lively and imaginative intended to amuse, entertain, etc. 				
4	<i>Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.</i>								
4c	<ul style="list-style-type: none"> Complex sentences used appropriate to text Beginning to try different sentence lengths and structures to create effect. Tense and person accurate. Appropriate word order selected for interest, precision, clarity or economy. Dialogue layout and punctuation accurate. 		<ul style="list-style-type: none"> In narrative, attempts are made to vary the pace Some appropriate layout features are used to enhance organisation. Causal and logical connectives are used in addition to those that signal time, e.g. <i>however, therefore.</i> 		<ul style="list-style-type: none"> Settings are described in some detail. Characters are developed through description and/or dialogue. Writing is lively to interest, inform or engage the reader. There is significant interaction between characters using action or dialogue. Well chosen and effective vocabulary is sometimes used. Appropriate written style is consistent. 				
4b	<ul style="list-style-type: none"> Varied sentence starter techniques used, e.g. <i>ing, ed, simile, adverbial.</i> Uses subordinate clauses to add relevant detail to complex sentences. Extended noun phrases are used to add detail, e.g. <i>olden coins glistening brightly; flickering candle-light.</i> Tense and person are accurate and consistent with noun verb agreement. Beginning to show an awareness of the difference between spoken and written language reflected in use of dialogue. Mostly accurate use of commas to demarcate clauses. 		<ul style="list-style-type: none"> Ideas are sustained and some are developed within and between paragraphs or sections Layout is appropriate and supports the purpose Uses paragraphs of varying length to achieve pace and emphasis, and to structure the plot. Paragraphs used to signal a change of time, scene, action, mood or person. Use of varied structures to shape and organise text coherently. There is a balance of dialogue, action and description in narrative. 		<ul style="list-style-type: none"> Main ideas are sustained and developed in a logical way. Information is clearly presented, including detail to add interest, persuade, etc. Uses different narrative techniques to engage and entertain the reader. Viewpoint is consistent. Appropriate tone and style is mostly consistent. Character dialogue and action is used to carry narrative forward. Main features of text-type apparent. 		Across a range of writing correct spelling of: <ul style="list-style-type: none"> Most common grammatical function words, including adverbs with <i>-ly</i> formation Regularly formed content/lexical words, including those with multiple morphemes Most past and present tense inflections, plurals 	In most writing: <ul style="list-style-type: none"> Legible style, shows accurate and consistent letter formation, mostly joined. Handwriting style adapted for different purposes – printing, capitalization, bold etc. 	
4a	<ul style="list-style-type: none"> Conscious attempts to vary sentence structure and length to create intended effects. Writes sentences in an appropriate and effective style in relation to text-type, audience and purpose, e.g. <i>pace, build-up, suspense, draw the reader in with a question.</i> Uses punctuation to clarify meaning in complex sentences. Begins to use the full range of punctuation, e.g. <i>ellipsis, hyphen, brackets, colon, semicolon.</i> Different speech punctuation used, such as split dialogue; speaker identified before, between and after dialogue. 		<ul style="list-style-type: none"> Begins to experiment with the order of sections and paragraphs to achieve different effects. Use of a range of connecting words and phrases appropriate to text-type. Ideas are sustained and developed within and between paragraphs or sections. Structure is well developed with clear evidence of the chosen form. A widening range of organisational or presentational elements may be included. 		<ul style="list-style-type: none"> Elements of description, action and characterisation are well developed and may be interwoven. Pace is varied. Some experimentation with different techniques such as breaking conventions to achieve specific effects, e.g. one word sentences; starting with 'And'. Vocabulary is appropriate to task, audience and purpose, chosen to convey shades of meaning. Characters convey thoughts and emotions. Confident use of grammar appropriate to text type. 				
5	<i>Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</i>								
5c	<ul style="list-style-type: none"> Uses sentence variation to contribute to the effectiveness of the writing. Adverbials of place, e.g. <i>walked wearily into the deep, dark forest</i>; time, e.g. <i>in the blink of an eye</i>; or manner, e.g. <i>stomping angrily out of the room</i>; are used to add detail. Some sentences start with conjunctions; <i>'although', 'despite', 'as', 'since', 'whenever'.</i> Pupil adapts conventions to achieve creative effect. Uses the full range of punctuation appropriately. 		<ul style="list-style-type: none"> Within paragraphs/sections a range of devices support cohesion e.g. secure use of pronouns, connectives Non-fiction contains relevant introduction and clear presentation of information. Events related logically so that writing is coherent and coverage is good. Pupil begins to create own layouts to present information on paper or on screen. 		<ul style="list-style-type: none"> There are direct attempts to involve the reader. Word choice supports purpose with increasing precision. Textually appropriate writing style is shown through a range of sentences employed for specific effects. Elements of description, action and characterisation are combined effectively. The passive voice may be used to create suspense or for e.g. science reports. Experiments with language, including the use of imagery, alliteration, rhythm and rhyme. May address the reader directly. 				
5b	<ul style="list-style-type: none"> Extended use and control of complex sentences by deploying subordinate clauses effectively. Connectives are appropriate to text-type; e.g. discursive; explanatory; and indicate the relationship between clauses. Punctuation is used to convey and clarify meaning and to integrate speech into longer sentences. Punctuation used for effect as well as demarcation. <i>'No! Stop. . .'</i> 		<ul style="list-style-type: none"> Development of ideas is managed across the text e.g. closing refers back to opening. In non-chronological writing, introduces, develops and concludes paragraphs appropriately. Pupil presents texts which integrate words images and sounds clearly and effectively. 		<ul style="list-style-type: none"> The writer may comment upon the character's thoughts and feelings. The reader's interest is maintained through use different narrative techniques. Vocabulary is varied and appropriate including use of specific and technical words to enhance precision and economy. Vocabulary is chosen to reflect shades of meaning, e.g. <i>irritated, angry, furious, apoplectic.</i> 		Correct spelling of: <ul style="list-style-type: none"> Grammatical function words Almost all inflected words Most derivational suffixes and prefixes Most content/lexical words 	In most writing: <ul style="list-style-type: none"> Legible style, shows accurate and consistent letter formation, joined. Handwriting style adapted for different purposes – printing, capitalization, bold etc. 	
5a	<ul style="list-style-type: none"> Sentence structures are chosen to have a specific effect upon the reader. Conventions are broken in order to achieve specific effects, e.g. starting a series of sentences with <i>and</i> to convey tedium or relentlessness Tense manipulated for effect, e.g. diaries written in all three tenses, e.g. <i>When I woke this morning; As I write I can hear; Later on I shall . . .</i> 		<ul style="list-style-type: none"> Layout is fully developed, appropriate and often designed by the pupil. It supports the coherent organisation of ideas into paragraphs. A range of devices is used within and between paragraphs to achieve cohesion. Chronology or logical sequence is maintained throughout. ICT presentations are clear, effective and have impact. 		<ul style="list-style-type: none"> Appropriate style and form selected to suit specific purpose and audience, drawing on knowledge of different text types. The style of the piece demonstrates the writer's control over the language. Varied vocabulary is used confidently to create effects. Sustained awareness of the reader is shown. Narrative theme is developed. Informal or formal style is used and is consistent. 				