

## Writing Tracker

Year	Sentence Type	Year	Sentence Structure
1	Use simple words and phrases	1	Beginning to use and join sentences
1	Write some grammatically accurate clauses	1	Use simple conjunctions – and, but ...
1	Accurate use of simple sentences that contain a noun, a verb and sometimes and adjective	1	Begin to vary sentence openings e.g. not always starting with a pronoun or name
2	Questions	2	Clauses joined by and, but, so, or
2	Exclamations	2	Use appropriate connectives to structure ideas logically, including for time ( after, first)
2	Commands	2	Use when, if, that, or because for subordination
4	Compound sentences using when, because, if	3	Expressing time and cause through: conjunctions, adverbs and prepositions
4	Some sentence variation created, e.g. direct speech	3	Begin to use ways other than the subject to open sentences
4	Use subordinate clauses to form straightforward complex sentences	3	Use a variety of sentence openings to avoid repetition
4	Use some variety in length, subject or structure of sentences	3	Use a variety of conjunctions to clarify relationship between ideas e.g. but, so, when, because,
5	Experiment with complex sentences to clarify relationship in time and place	4	Some variety in subordinating conjunctions: because, if, which
5	Use relative clauses beginning with who, which, where, why, or whose	5	Use a range of openers, e.g. adverbials, subject reference and speech
5	Position subordinate clauses to create effect	5	Use a wider range of sentence connectives to develop meaning e.g. if, when, rather than, although
5	Use of the passive voice to affect presentation of information in a sentence	6	A range of subordinate connectives (while, until, despite)
5	Variety in sentence length, structure and subject to help expand ideas		
6	Use different sentence types e.g. questions, direct / reported speech ... appropriately		
6	Use a variety of sentence lengths, structures and subjects for clarity and emphasis		
6	Use grammatically complex sentences		
	<b>Language</b>		<b>Text Structure</b>
1	Use adjectives occasionally	1	Some events/ideas in appropriate order
1	Use of precise nouns e.g. spaniel rather than dog	2	Ideas in sections grouped by content
2	Adjectives used to add details and chosen thoughtfully	2	Some attempt to sequence ideas or events
2	Verb choice is descriptive/appropriate	3	Use paragraph/sections, some links between sentences
2	Some detail through adventurous word choice appropriate to task	4	Use paragraphs to organise ideas around a theme
2	Expanded noun phrases for description and specification	4	Simple adverbials/pronouns may link sentences, sections or paragraphs (when we got there, after that)
2	Adverbs tell the reader how, when and where things happen	4	Paragraphs/sections help organise content e.g. main idea supported or elaborated by following sentences.
3	Elaboration on basic information	5	Features of text type are appropriate to task – layout, formality, choice of tense ...
3	Substitution of simple pronouns to avoid repetition	5	Link ideas across paragraphs using adverbials of place, time, and number
3	Use expanded noun phrases to add interest and detail	5	Paragraphs or sections may be extended and developed, around topic, main point, event or idea
4	Some detail/description of events or ideas expanded through vocab – adverbs/adjectives	5	Devices to build cohesion within a paragraph ( e.g. then, after that, this, firstly)
4	Use adverbial and noun phrases to give clarity to the account	6	Layout devices, such as headings, sub-headings, columns, bullet points to structure text
4	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases	6	Features of selected form are clearly established e.g. appropriate tense, person, formality ...
5	Use adverbials and expanded noun phrases to engage as well as inform	6	Overall organisation of text is supported by paragraphs/sections which enable coherent development
5	Use stylistic devices e.g. simile, metaphor, onomatopoeia, alliteration, personification	6	Relationship between paragraphs give structure to whole text e.g. connections between opening and ending
5	Ideas and events developed through some deliberate selection of phrases and vocab	6	Content is balanced and controlled with some effective selection and ordering of text to engage reader
5	Simple modifiers may create shades of meaning e.g. intensify or emphasise (very large, quite slow)		
6	Use expanded noun phrases to convey complicated information concisely		
6	Use a more formal tone with confidence where appropriate		
6	Precise word choice to create impact and augment meaning		
6	Additional words and phrases contribute to shades of meaning		
6	Writing uses an appropriate range of figurative language to enhance narrative		

## Writing Tracker

Year	<b>Capital Letters and Full stops</b>		<b>Apostrophes</b>
1	Capital letters for names and personal pronoun I	2	Apostrophes to mark contracted forms in spelling
1	<b>Some</b> awareness of full stops and capital letter	3	Apostrophes to mark singular and plural possession
1	<b>Sometimes</b> punctuate a sentence with both a full stop and capital letter	4	Use apostrophes for omission <b>accurately</b>
1/2	Sentences <b>usually</b> demarcated by capital letters and full stops	5	Use apostrophes for <b>both</b> omission and possession
3	Full stops and capital letters <b>mostly</b> accurate		
	<b>Exclamation and Question Marks</b>		<b>Speech marks</b>
1	<b>Some</b> use of ? and !	3	<b>Begin</b> to use speech marks to punctuate direct speech
2	<b>Some accurate</b> use of ? and !	3	Use speech marks to punctuate direct speech
3	<b>Mostly accurate</b> use of ? and !	4	Use a new line for each speaker when punctuating speech
		5	Use speech marks with confidence in sentences
	<b>Commas</b>		<b>Brackets, Semi-colon, Colon and Dash</b>
1	<b>Some</b> use of commas in a list	4	Use and experiment with a range of punctuation - <b>not always accurately</b>
2	<b>Some accurate</b> use of commas in a list	5	Use brackets, dashes or commas to indicate parenthesis - <b>not always accurately</b>
3	<b>Accurate</b> use of commas in a list	6	Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma
3	Use of commas after fronted adverbials (Later that day, ...)	6	Range of punctuation used <b>almost always</b> correctly
4	<b>Sometimes</b> use commas, not always accurately, to separate phrases or clauses	6	Correctly demarcate sentences with intra-sentence punctuation e.g. dashes, parenthesis
5	Use commas <b>accurately</b> to separate clauses or phrases	6	Use a range of punctuation appropriately to add humour or enhance description
		6+	Use a wide range of well controlled punctuation for effect, meaning and pace