

**The National Curriculum**  
**Handbook for primary teachers in England Archived - QCA-99-457**  
**England: National Curriculum - English (Writing) Attainment Targets**

		Writing								
Range of levels within which the great majority of pupils are expected to work		Attainment Targets	Expected attainment for the majority of pupils at the end of the key stage	Attainment Target - Teachers should judge which description best fits the pupil's performance						
				Writing Features	Language Features	Organising structures	Grammar	Handwriting	Spelling	
KS1		1		Their 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.		
		2	AGE 7	Their writing communicates meaning <b>in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader.</b>			<b>Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops.</b>	In handwriting, letters are <b>accurately formed and consistent in size.</b>	<b>Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.</b>	
KS2	KS2	3		The <b>main features</b> of different forms of writing are used appropriately, beginning to be adapted to different readers.	Their writing is <b>often organised, imaginative and clear.</b>	Sequences of sentences <b>extend ideas logically and words are chosen for variety and interest.</b>	Punctuation to mark sentences – full stops, capital letters and <b>question marks – is used accurately.</b>	The basic <b>grammatical structure of sentences is usually correct.</b>	Handwriting is <b>joined and legible.</b>	Spelling is <b>usually accurate, including that of common, polysyllabic words.</b>
		4	AGE 11	Their writing in a range of forms is <b>lively and thoughtful.</b>	Vocabulary choices are often <b>adventurous and words are used for effect.</b>	Ideas are <b>often sustained and developed in interesting ways and organised appropriately for the purpose of the reader.</b>	Full stops, capital letters and question marks <b>are used correctly</b> , and they are beginning to use punctuation <b>within the sentence.</b>	Pupils are beginning to use <b>grammatically complex sentences, extending meaning.</b>	Handwriting <b>style is fluent</b> , joined and legible.	Spelling, including that of polysyllabic words that conform to regular patterns, is <b>generally</b> accurate.
KS3	KS3	5	AGE 14	Their writing is varied and <b>interesting, conveying meaning clearly</b> in a range of forms for different readers, <b>using a more formal style where appropriate.</b>	Vocabulary choices are <b>imaginative</b> and words are used precisely.	Simple and complex sentences are organised <b>into paragraphs.</b>	A range of punctuation, including <b>commas, apostrophes and inverted commas</b> , is usually used accurately.	Handwriting is joined, <b>clear</b> and fluent and, <b>where appropriate, is adapted to a range of tasks.</b>	Words with <b>complex</b> regular patterns are usually <b>spelt correctly.</b>	
		6		Their writing often <b>engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate.</b>	Pupils use a range of sentence structures and <b>varied vocabulary to create effects.</b>	A range of punctuation is usually used correctly <b>to clarify meaning</b> , and <b>ideas</b> are organised into paragraphs.	Handwriting is <b>neat</b> and legible.	Spelling is generally accurate, <b>including that of irregular words.</b>		
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