WRITING: Working at greater depth within the expected standard	**Expanded detail - examples**	**Genre**					
The pupil can, after discussion with the teacher:		**1**	**2**	**3**	**4**	**5**	**6**
Write effectively and coherently for different purposes, drawing on their reading*)* to inform the vocabulary and grammar of their writing ***Coherence requires** clarity, awareness of audience, purpose and context and increasingly wide knowledge of vocabulary and grammar. *(Please refer to the comprehension genres coverage in national curriculum programmes of study for Year 1 and Year 2 – for the genres covered.)* **Statement** **Question** **Exclamation** **Command**	**The use of correct tense, the effective and accurate use of sentence types, and the secure use of coordination and subordination** all contribute to writing that is both effective and coherent. **Text organisation can also contribute to the effectiveness and coherence** of the writing, for example in reports and recounts. **Aspects of coherence include:** the logical sequencing of ideas; the correct use of **present and past tense verb forms,** including the **progressive form;** the use of **subordination and co-ordination**; the use of **expanded noun phrases** to describe and specify. **All these MAY NOT be present in every piece of writing.**						
Make simple additions, revisions and proof-reading corrections to their own writing	**MUST be some evidence** of the child proof reading, editing and making revisions to award GDS.						
Use the punctuation taught at Key Stage 1 **MOSTLY** correctly **NOTE:** The **full range of punctuation referenced in Appendix 2 of the NC should be used mostly correctly across a collection of writing, with only occasional errors or omissions.**	Full stops; capital letters; question marks; exclamation marks; commas in lists; apostrophes for contractions; single possessive apostrophes. Incorrect use of punctuation that is beyond Key Stage 1 PoS may be evident but should NOT negate awarding the 'greater depth' standard.						
	.						
	,						
	?						
	!						
	Possessive '						
	Contracted '						
Spell **MOST** common exception words	Spelling in the context of purposeful writing.						
Add suffixes to spell **MOST** words correctly in their writing, e.g. –**ment, –ness, –ful, –less, –ly** Children should NOT be expected to use suffixes correctly beyond the KS1 NC PoS.	**There should be sufficient evidence** that suffixes are spelt correctly, with only occasional errors, in order to meet the requirement of the qualifier, 'most'.						
Use the diagonal **and horizontal** strokes to join letters in **MOST** of their writing							