

Writing Marking Matrix

• Full stops and capital letters to demarcate sentences. • Capital letters for proper nouns and the pronoun I. • No words missing from sentences.
• Use of regular and irregular verbs accurately (e.g. play/ played, write/ wrote, see/ saw). • Accurate use of the verb form 'to be' (am/ was/ has/ had). • Accurate use of question marks.
• Use of coordinating conjunctions to vary sentence structures (FANBOYS). • Consistent tense across a piece of writing. • Accurate use of question marks and explanation marks.
• Apostrophes for contraction in the correct place (e.g. don't, wasn't). • Apostrophes for singular possession (e.g. the cat's tail) • Inverted commas around what is being said in direct speech. • Begin to group ideas together in paragraphs.
• Use of subordinate clauses to begin a sentence using appropriate conjunctions (I SAW A WABUB). • Use of paragraphs for cohesion across a piece of writing. • Apostrophes for plural possession (e.g. the cats' beds). • Direct speech punctuated correctly (e.g. "I went to see my friend," said Bob.).
• Varied sentence structures across a piece of writing (simple, compound, complex). • Commas used accurately to mark fronted adverbials and to separate clauses.
• Accurate use of KS2 punctuation (semicolon, colon, parentheses). • Editing work to avoid comma splicing (where a comma may be used incorrectly to separate 2 main clauses). • Devices to build cohesion (relative clauses, adverbials, pronouns and synonyms to avoid repetition).

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What do I need to include?	What does this look like?
• Full stops and capital letters to demarcate sentences. • Capital letters for proper nouns and the pronoun I. • No words missing from sentences.	• The man went to the shops. • I saw the moon late at night.
• Use of regular and irregular verbs accurately • Accurate use of the verb form 'to be', • Accurate use of question marks.	• I play / played in the park. • I see / saw a shark. • I am/ was happy. • He is/ was hungry. • They are/ were sad. • What happened next?
• Use of coordinating conjunctions to vary sentence structures (FANBOYS). • Consistent tense across a piece of writing. • Accurate use of question marks and exclamation marks.	• I went to the shop and I played in the park. • It was raining so I packed an umbrella. • What a great day!
• Apostrophes for contraction in the correct place. • Apostrophes for singular possession • Inverted commas around what is being said in direct speech. • Begin to group ideas together in paragraphs.	• don't/ wasn't/ couldn't • The cat's tail was black. • I saw my friend's house. • "Where did you go today?" Tom asked.
• Use of subordinate clauses to begin a sentence using appropriate conjunctions (I SAW A WABUB). • Use of paragraphs for cohesion across a piece of writing. • Apostrophes for plural possession. • Direct speech punctuated correctly.	• Although it was dark, I still wanted to go into the garden. • If it rains tomorrow, I can't go out. • We ran past the thieves' van. • "Where did you go earlier?" asked Bob, "we were looking for you."
• Varied sentence structures across a piece of writing (simple, compound, complex). • Commas used accurately to mark fronted adverbials and to separate clauses.	• Alma crept closer to the window. Although she knew she shouldn't, she desperately wanted to get the doll. Next to the shop, the air seemed to grow thicker.
• Accurate use of KS2 punctuation (semicolon, colon, parentheses). • Editing work to avoid comma splicing (where a comma may be used incorrectly to separate 2 main clauses). • Devices to build cohesion (relative clauses, adverbials, pronouns and synonyms to avoid repetition).	• Francis huddled up in her boat; the knocking had finally stopped. Her brain was swimming with emotion: fear, desperation and anxiety. • The man, who had been waiting several hours, went home angry.