

Writing Assessment

Expected at end of key stage statutory assessment

Non negotiables

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription - Expected	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p>	<p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and homophones</p> <p>Form lower-case letters of correct size/proportion</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>(Yr 4) Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>(Yr 3) Use the diagonal and horizontal strokes needed to join letters</p> <p>(Yr 3) Know which letters are best left unjoined</p> <p>(Yr 4) Increase the legibility, consistency and quality of handwriting</p>		<p>Range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Distinguish between homophones and near homophones</p> <p>Use morphology and etymology as a strategy for spelling</p> <p>(Yr5) Use dictionaries to check spelling and meaning of new words using first 3 letters</p> <p>(Yr6) Use a thesaurus</p> <p>(Yr5) Write legibly, fluently and (Yr6) with increasing speed</p> <p>Choose the writing implement best suited to the task</p>	
Transcription Greater Depth (End of Key Stage Expectation)			<p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>(Yr 3) Use the diagonal and horizontal strokes needed to join letters</p> <p>Use the possessive apostrophe (singular)</p>				
Grammar and punctuation - Expected	<p>Make use of conjunctions, with modelling and support from their teacher.</p>	<p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark</p> <p>Use "and" to join words and clauses</p> <p>Use capital letter for names of people, places, days of the week and pronoun I</p>	<p>Use sentences with different forms: statements, commands, questions and exclamations</p> <p>Use expanded noun phrases</p> <p>Use present/past tense including progressive</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but, so)</p> <p>Use some features of Standard English</p>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe for plural possession</p> <p>Punctuate direct speech with inverted commas</p> <p>Know the difference between Standard/non-Standard English</p>	<p>Use relative clauses with relative pronouns</p> <p>Show possibility using adverbs and modal verbs</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Show parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/avoid ambiguity</p> <p>Use expanded noun phrases for accuracy</p>	<p>Use active/passive voice for effect</p> <p>Use perfect form to indicate time/cause</p> <p>Punctuate bullet points consistently</p> <p>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p> <p>Identify formal/informal structures e.g. question tags, subjunctive form</p>
G&P Greater Depth (End of Key Stage Expectation)			<p>Use commas in lists</p> <p>Use apostrophes for the contracted form</p> <p>Use apostrophes for singular possession</p>				<p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use semi-colons in a longer list and to mark boundaries between clauses</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>

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Language and vocabulary - Expected	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing</p> <p>Understand how language can be used in narrative and non-fiction (e.g. to build surprise/present facts)</p> <p>Change meaning of adjectives/verbs using prefix un</p>	<p>Recognise and use simple recurring literary language in stories and poems</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary</p> <p>Use drama and role-play to identify with and explore characters</p>	<p>Use similar writing to identify and understand vocabulary and language ("maggie" words and phrases to use in own writing)</p> <p>Create characters, setting and plot</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Vary sentences openers for effect e.g. adverbs, preposition phrases and subordinate clauses</p> <p>Discuss words and features of texts that capture the reader's interest</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p>	<p>Use language for effect in my writing Consider audience and purpose</p> <p>Familiar with the language of writing</p> <p>Develop characters, settings and atmosphere</p> <p>Integrate dialogue to advance action and convey character</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use dictionaries to check meaning of new words</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing</p> <p>Develop characters, settings and atmosphere using language and vocabulary from books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use dictionaries (and thesauruses) to check meaning of new words</p>
L&V - GD (End of Key Stage Expectation)			Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs				<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p>
Plan, Draft, Edit, Evaluate - Expected	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses</p>	<p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Plan/say aloud what they are going to write, sentence by sentence</p> <p>Write down key ideas/words/vocabulary</p> <p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and verb tense consistency</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>(Yr 4) Assess own and others' writing, suggesting improvements</p> <p>(Yr 4) Suggest changes to grammar and vocabulary</p> <p>(Yr 3) Proof-read work for spelling and punctuation errors</p>		<p>(Yr 5) Use dictionaries to check the spelling and meaning of words</p> <p>(Yr 6) Identify audience and purpose</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand impact</p> <p>Assess the effectiveness of my own and others' writing</p> <p>(Yr 6) Propose changes to grammar, punctuation and vocabulary to enhance</p> <p>(Yr 5) Choose the appropriate register</p>	
Plan, Draft, Edit, Evaluate - GD (End of Key Stage Expectation)			<p>Proof-read for errors in spelling, grammar and punctuation</p> <p>Make simple additions and revisions to their own writing</p>				
Text structures and features - Expected	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases</p> <p>Understand the structure of non-fiction books</p> <p>Write for different purposes including narratives (real and fictional), real events and poetry</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p>	<p>Build on KS1 wide range of genres</p> <p>Retell stories orally</p> <p>(Yr 4) Recognise themes</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>(Yr 3) Organise paragraphs around a theme</p> <p>(Yr 4) Build cohesion within a paragraph</p> <p>(Yr 3) Write for a range of purposes</p> <p>(Yr 4) Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>		<p>Summarise and present familiar stories in my own words</p> <p>Summarise the main ideas</p> <p>Use language and structure from various genres in my own writing</p> <p>(Yr 6) Understand audience and purpose through my choice of grammar, vocabulary and structure</p> <p>Comment on how authors develop character and setting in fiction</p> <p>Read from a wide range of books</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>(Yr 5) Use a wide range of devices to build cohesion within and across paragraphs</p> <p>(Yr 6) Use further organisational and presentational devices to structure text</p>	
TS & Features - GD (End of Key Stage Expectation)						<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p>	