



Writing Assessment Criteria

Year One	
EXS	GDS
<ul style="list-style-type: none">• Orally rehearse sentences before writing• Demarcate most sentences using a full stop• Demarcate most sentences using a capital letter• Join words using 'and'• Use 'and' to join simple sentences• Use a capital letter for proper nouns• Write sequences of linked sentences (dictations)• Generally use the present and past tense accurately• Begin to demarcate sentences using question marks• Sequence sentences to form short texts• Begin to demarcate sentences using exclamation marks• Spell compound words correctly most of the time• Spell most of the Y1 common exception words• Spell words with the range of Y1 phonemes mostly correctly• Add -er, -ed, -ing, -est to words where no change to the root word is needed• Add -s to words to make plurals where no change to the root word is needed• Spell the days of the week• Use the prefix un-• Form lower case letters of the correct size relative to one another• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters• Understand which letters belong to the same families• Name the letters of the alphabet• Use letter names to distinguish between spellings of the same sound	<ul style="list-style-type: none">• Use simple noun phrases• Use 'because,' 'and' and 'but' to join clauses• Write effectively for a range of purposes and audiences• Use editing and revising strategies to improve the quality and accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y1 spelling expectations across their writing• Use some diagonal and horizontal strokes needed to join letters

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.



Writing Assessment Criteria

Year Two	
EXS	GDS
<ul style="list-style-type: none"> • Write for a range of purposes and audiences based on personal experiences and high quality texts • Use full stops and capital letters consistently • Use sentences with different forms: statements • Use noun phrases to describe and specify • Use co-ordination (and/but/or/yes/so) • Use sentences with different forms: questions • Use question marks accurately • Use the progressive form of verbs • Use sentences with all different forms: commands • Use subordination (when/if/that/because) to add extra information • Use the present and past tenses correctly and consistently • Maintain stamina in longer pieces of writing • Use some features of standard written English • Evaluate their writing through discussion and make improvements to clarify the meaning and sense • Spell many of the Y2 common exception words and homophones • Spell many words with the range of Y2 phonemes mostly correctly • Use the contracted forms of words • Add -er, -ed, -ing, -est to words where a change to the root word is needed • Use the suffixes –ment, -less, -ness, -ly, -ful • Add -es and –ies to words to make plurals where a change to the root word is needed • Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing • Read their writing aloud with intonation to make the meaning clear • Use sentences with different forms: exclamations • Make and use compound words 	<ul style="list-style-type: none"> • Use commas in lists • Use exclamation marks as an indication to the reader • Use apostrophes for contractions • Use apostrophes for singular possession • Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations • Spell most of the Y2 common exception words and homophones • Spell most words with the range of Y2 phonemes mostly correctly • Use joined handwriting most of the time • Spell words with the suffixes -ment, -ness, -less, -ful, -ly • Write effectively for a range of purposes and audiences • Manipulate the language and grammar taught within Y2 in a range of <ul style="list-style-type: none"> • independent writing, drawing on their own reading • Consistently use editing and revising strategies to improve the quality and accuracy of their writing • Consistently use vocabulary from across the curriculum in their writing • Consistently apply Y2 spelling expectations across their writing • Use a variety of simple, compound and complex sentences • Use a dictionary

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.



Writing Assessment Criteria

<p>Y2 Framework</p>	<p>WTS (Working towards) The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. 	<p>EXS (Expected) The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>GD (Greater depth) The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • use the diagonal and horizontal strokes needed to join some letters.
----------------------------	---	---	---

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.



Writing Assessment Criteria

Year Three	
EXS	GDS
<ul style="list-style-type: none">• Write for a range of purposes and audiences based on personal experiences and high quality texts• Use a or an correctly• Use a range of adverbs, conjunctions and prepositions for time• Use a range of adverbs, conjunctions and prepositions for place• Use a range of adverbs, conjunctions and prepositions for cause• Create plots in narratives with a clear opening, build up, dilemma, resolution, ending• Create settings that are appropriate for the type of story/effect• Describe characters in narratives• Use the present perfect form of verbs• Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences (building on Y2)• Use paragraphs to group related ideas• Use a range of organisational features in fiction and non-fiction (including headings/subheadings)• Use commas in lists, apostrophes for contractions and singular possession (Y2 GDS)• Demarcate direct speech with inverted commas (speech marks)• Consistently use features of standard English and explore when non-standard English could be used• Use nouns and pronouns to aid cohesion within sentences• Use a dictionary• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations• Propose changes to grammar and vocabulary to improve consistency• Proof-read and edit their writing• Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear• Spell many words from the Year 3-word list and use these accurately in their writing• Meet Y3 expectations from the chosen spelling scheme• Use apostrophes for singular and plural possession	<ul style="list-style-type: none">• Begin to demarcate speech with all necessary punctuation• Understand the concept of a main and subordinate clause• Begin to use commas to separate main and subordinate clauses• Secure use of paragraphing• Write effectively for a range of purposes and audiences• Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading• Consistently use editing and revising strategies to improve the quality and accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y3 spelling expectations across their writing

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.



Writing Assessment Criteria

Year Four	
EXS	GDS
<ul style="list-style-type: none">• Write for a range of purposes and audiences based on personal experiences and high quality texts• Use possessive pronouns• Use noun phrases expanded with modifying adjectives• Use noun phrases expanded with modifying nouns• Use noun phrases expanded with prepositional phrases• Use fronted adverbials for time, manner and place• Use commas after fronted adverbials• Describe plots in narratives, linking the end to the opening• Develop settings linked to the genre and intended effect• Develop characters in narratives• Use paragraphs to organise ideas around a theme across the text• Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs• Use inverted commas and other punctuation accurately to mark speech• Identify main and subordinate clauses• Write complex sentences with the subordinate clause at the start and at the end of the sentence• Control the use of standard and non-standard English• Understand the difference between plural and possessive -s• Use apostrophes for plural possession• Use a dictionary• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations• Proof-read and edit their writing• Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear• Spell many words from the Year 4 word list and use these accurately in their writing, including homophones• Meet Y4 expectations from the chosen spelling scheme• Use legible, joined writing consistently• I can use prefixes and suffixes and understand how to add them• I can place the possessive apostrophe accurately in words with regular and irregular plurals• I can use diagonal and horizontal strokes to join letters• I can understand which letters, when adjacent to one another, are best left un-joined	<ul style="list-style-type: none">• Secure use of commas to separate main and subordinate clauses• Secure cohesion within paragraphs• Maintain an appropriate level of formality throughout pieces of writing• Confident and effective use of a range of tense and verb forms• Write effectively for a range of purposes and audiences• Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading• Consistently use editing and revising strategies to improve the quality and accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y4 spelling expectations across their writing

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.



Writing Assessment Criteria

Year Five	
EXS	GDS
<ul style="list-style-type: none">• Write for a range of purposes and audiences based on personal experiences and high quality texts• Write sentences with the subordinate clause at the start and end of the sentence• Use commas to separate main and subordinate clauses• Indicate degrees of possibility using modal verbs• Indicate degrees of possibility using adverbs• Use embedded clauses• Use brackets and dashes to mark parenthesis• Use dashes for after thoughts• Use a range of cohesive devices within paragraphs• Use a range of devices between paragraphs• Use relative pronouns• Use defining and non-defining relative clauses (Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas)• Use commas to mark non-defining relative clauses• Develop settings and atmosphere in detail• Develop characterisation by drawing on their reading• Write with appropriate levels of formality for audience and purpose• Effective use of organisational features in fiction and non-fiction• Use a dictionary and thesaurus effectively• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations• Proof-read and edit their writing• Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear• Spell many words from the Year 5-word list and use these accurately in their writing• Meet the Y5 expectations from the chosen spelling scheme• Use legible, joined writing consistently• I can choose which shape of letter to use when given choices• I can decide whether or not to join specific letters• I can choose the writing implement best suited for a task• I can precis longer passages	<ul style="list-style-type: none">• Begin to use semi colons to separate main clauses• Show secure use of a range of sentence structures, begin to manipulate clauses for effect• Manipulate formality in different types of writing• Begin to experiment with using passive voice• Write effectively for a range of purposes and audiences• Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading• Consistently use editing and revising strategies to improve the quality and accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y5 spelling expectations across their writing

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.



Writing Assessment Criteria

Year Six	
EXS	GDS
<ul style="list-style-type: none">• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• Use expanded noun phrases across their writing to convey complicated information precisely• Use verb tenses consistently and accurately• Use formal and informal question tags• Use passive voice to create empathy or suspense• Use passive voice to create a formal tone• Use semi colons to mark independent clauses• Use dialogue to convey character and advance the action• Develop settings, characters and atmosphere in detail• Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause• Manipulate and control the use of narrative language features• Use the range of punctuation taught at KS2 mostly correctly• Use a range of figurative language• Manipulate and control the use of non-fiction language features• Manipulate and control the use of organisational features• Use a range of devices to build cohesion within and between paragraphs• Use a dictionary and thesaurus effectively• Evaluate their writing through discussion and make improvements• through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations• Proof-read and edit their writing• Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear• Spell most words from the Year 5/6 word list and use these accurately in their writing• Meet the Y6 spelling expectations in the National Curriculum• Use legible, joined writing consistently when writing at speed• Use colons to mark independent clauses• Maintain legibility in joined handwriting when writing at speed.	<ul style="list-style-type: none">• 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• Distinguish between the language of speech and writing and choose the appropriate register• Demonstrate an assured and conscious control over levels of formality• Use the full range of punctuation taught at KS2 correctly• Use punctuation to avoid ambiguity or enhance meaning• Write effectively for a range of purposes and audiences• Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading• Consistently use editing and revising strategies to improve the quality and accuracy of their writing• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y6 spelling expectations across their writing

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.

Writing Assessment Criteria

<p>Y6 Framework</p>	<p>WTS (Working towards)</p> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list • write legibly. 	<p>EXS (Expected)</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. 1st person in a diary; direct address in instructions & persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogues; passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. 	<p>GD (Greater depth)</p> <ul style="list-style-type: none"> • 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) • distinguish between the language of speech and writing³ and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>[There are no additional statements for spelling or handwriting]</p>
----------------------------	---	--	---

The National Curriculum states: "Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar."

When considering the effectiveness of a piece of writing, we need to think about how the content, vocabulary and grammar impacts on the reader against the overall purpose of the writing.