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| **Year 1 Writing Assessment** | | | **Evidence** | | | | | |
| Autumn | Autumn | Spring | Spring | Summer | Summer |
| 1 | 2 | 1 | 2 | 1 | 2 |
| **Working Towards the Expected Standard** | WT1. To use their own simple story ideas or retell a familiar story using short, simplistic sentences. | |  |  |  |  |  |  |
| WT2. To reread their writing aloud to check that it makes sense | |  |  |  |  |  |  |
| WT4. To use simple sentence structures (which may often be repetitive). | |  |  |  |  |  |  |
| WT5. Capital letters for names, places, the days of the week and the personal pronoun ‘I’. | |  |  |  |  |  |  |
| WT6. Finger spaces. | |  |  |  |  |  |  |
| WT7. Full stops to end sentences. | |  |  |  |  |  |  |
| WT8. To spell some words containing previously taught phonemes and GPCs accurately | |  |  |  |  |  |  |
| WT9. To spell some Y1 common exception words accurately (from English Appendix 1). | |  |  |  |  |  |  |
| WT10. To write lower case letters in the correct direction, starting and finishing in the right place. | |  |  |  |  |  |  |
| **Working at the expected Standard** | EX1. To write sentences in order to create short narratives and non-fiction texts. | |  |  |  |  |  |  |
| EX2. To use some features of different text types (although these may not be consistent). | |  |  |  |  |  |  |
| EX3. To reread their writing to check that it makes sense and make suggested changes. | |  |  |  |  |  |  |
| EX4. To use adjectives to describe. | |  |  |  |  |  |  |
| EX5. To use simple sentence structures | |  |  |  |  |  |  |
| EX6. To use the joining word (conjunction) ‘and’ to link ideas and sentences. | |  |  |  |  |  |  |
| EX7. Beginning to attempt to punctuate with either a | Exclamation marks. |  |  |  |  |  |  |
| Question marks. |  |  |  |  |  |  |
| EX 8. To spell most words containing previously taught phonemes and GPCs accurately. | |  |  |  |  |  |  |
| EX9. To Spell most common exception words | |  |  |  |  |  |  |
| EX10. To use -s and -es to form regular plurals correctly. | |  |  |  |  |  |  |
| EX11. To use the prefix ‘un’. | |  |  |  |  |  |  |
| EX12. To add the suffixes –ing, -ed, -er and –est to root words | |  |  |  |  |  |  |
| EX13. To write lower case and capital letters in the correct direction, starting and finishing in the right place. | |  |  |  |  |  |  |
| EX14. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. | |  |  |  |  |  |  |
| **Working greater depth** | GD1. To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose. | |  |  |  |  |  |  |
| GD2. To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices. | |  |  |  |  |  |  |
| GD3. To reread their writing to check that it makes sense and independently make changes. | |  |  |  |  |  |  |
| GD4. To use adjectives to describe (sometimes ambitious beyond the year group). | |  |  |  |  |  |  |
| GD5. To use simple and compound sentence structures. | |  |  |  |  |  |  |
| Consistently use correctly | GD6. Question marks |  |  |  |  |  |  |
| GD7. Exclamation marks |  |  |  |  |  |  |
| GD8. Capital letters for names, places, the days of the week and the personal pronoun ‘I’. |  |  |  |  |  |  |
| GD9. Finger spaces. |  |  |  |  |  |  |
| GD10. Full stops to end sentences. |  |  |  |  |  |  |
| GD11. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency |  |  |  |  |  |  |

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| **Year 2- End of Key Stage 1 Statutory Assessment** | | | **Evidence** | | | | | |
| Autumn | Autumn | Spring | Spring | Summer | Summer |
| 1 | 2 | 1 | 2 | 1 | 2 |
| **Working towards the expected standard** | WT1. Write sentences that are sequenced to form short narratives (real or fictional) | |  |  |  |  |  |  |
| Some use of | WT2. Capital letters |  |  |  |  |  |  |
| WT3. Full stops |  |  |  |  |  |  |
| WT4. Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others | |  |  |  |  |  |  |
| WT5. Spell some common exception words | |  |  |  |  |  |  |
| WT6. Form lower case letters in the correct direction, starting and finishing in the right place | |  |  |  |  |  |  |
| WT7. Form lower case letters of the correct size relative to one another in some of their writing | |  |  |  |  |  |  |
| WT8. Use spacing between words | |  |  |  |  |  |  |
| **Working at the expected standard** | EX1. Write simple and coherent narratives about personal experience and those of others (real or fictional) | |  |  |  |  |  |  |
| EX2. Write about real events recording these simply and clearly | |  |  |  |  |  |  |
| EX3. Use present and past tense correctly and consistently | |  |  |  |  |  |  |
| EX4. Use coordination ( and/ but/ or) and subordination (when/ if/ that/ because) | |  |  |  |  |  |  |
| EX5. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others | |  |  |  |  |  |  |
| EX6. Spell many common exception words | |  |  |  |  |  |  |
| Demarcate most sentences with | EX7. Capital letters |  |  |  |  |  |  |
| EX8. Full stops |  |  |  |  |  |  |
| EX9. Question marks |  |  |  |  |  |  |
| EX10. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | |  |  |  |  |  |  |
| EX11. Use spacing between words that reflect the size of the letters | |  |  |  |  |  |  |
| **Working greater depth** | GD1. Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing | |  |  |  |  |  |  |
| GD2. Make simple additions, revision and proof-reading corrections to their own writing | |  |  |  |  |  |  |
| GD3. Use punctuation taught at KS1 mostly correctly | |  |  |  |  |  |  |
| GD4. Spell most common exception words | |  |  |  |  |  |  |
| GD5. Add suffixes to most words correctly in withier writing ( -ment, -ful, -ness, -ly, -less) | |  |  |  |  |  |  |
| GD6. Use diagonal and horizontal strokes needed to join some letters | |  |  |  |  |  |  |

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| **Year 3 Writing Assessment** | | | **Evidence** | | | | | |
| Autumn | Autumn | Spring | Spring | Summer | Summer |
| 1 | 2 | 1 | 2 | 1 | 2 |
| **Working towards the expected standard** | WT1. To orally rehearse their ideas for writing and record their ideas using a modelled planning format | |  |  |  |  |  |  |
| WT2. To demonstrate some understanding of purpose and audience | |  |  |  |  |  |  |
| WT3. To use simple structure of a wide range of text types | |  |  |  |  |  |  |
| WT4. To proof read their work for errors and make simple improvements with support | |  |  |  |  |  |  |
| WT5. To make more ambitions words choices (may reflected modelled language from teacher) | |  |  |  |  |  |  |
| WT6. Usually maintain the correct tense | |  |  |  |  |  |  |
| Use full range of punctuation form other year groups including: | WT7. Full stops |  |  |  |  |  |  |
| WT8. Capital letters |  |  |  |  |  |  |
| WT9. Exclamation marks |  |  |  |  |  |  |
| WT10. Questions marks |  |  |  |  |  |  |
| WT11. Commas in a list |  |  |  |  |  |  |
| WT12. Apostrophes for possession and contractions |  |  |  |  |  |  |
| WT13. Inverted commas for direct speech |  |  |  |  |  |  |
| WT14. To use a range of conjunctions |  |  |  |  |  |  |
| WT15. To spell some words with prefixes – ir –auto –in – dis- super – anti | |  |  |  |  |  |  |
| WT16. To spell some words with suffixes –ly –ous – ation | |  |  |  |  |  |  |
| WT17. To spell some year 3 common exception words | |  |  |  |  |  |  |
| WT18. To use joined cursive writing | |  |  |  |  |  |  |
| **Working at the expected standard** | EX1. To begin to plan their own writing | |  |  |  |  |  |  |
| EX2To demonstrate an increase understanding of purpose and audience | |  |  |  |  |  |  |
| EX3. To use the structure of a wide range of text types | |  |  |  |  |  |  |
| EX4. Proof read theirs and others’ work to check for errors and make improvements | |  |  |  |  |  |  |
| EX5. To make ambitious word choices | |  |  |  |  |  |  |
| EX6. To create setting, character and plot | |  |  |  |  |  |  |
| EX7. To organise paragraphs into themes | |  |  |  |  |  |  |
| EX8. To use subordinate clauses | |  |  |  |  |  |  |
| EX9. To begin to use adverbs, prepositions to show time, place and cause | |  |  |  |  |  |  |
| EX10. Use ‘a’ or ‘an’ correctly | |  |  |  |  |  |  |
| EX11. To begin to spell homophones correctly – which witch | |  |  |  |  |  |  |
| **Working greater depth** | GD1. To plan and write with an understanding of purpose and audience | |  |  |  |  |  |  |
| GD2. To make deliberate and ambitious words choices to add detail, effect and engage the reader | |  |  |  |  |  |  |
| GD3. To maintain the correct tense (including present perfect) | |  |  |  |  |  |  |
| GD4. To punctuate direct speech accurately | |  |  |  |  |  |  |
| GD5. To use subordinate clauses sometimes changing the position of the subordinate clause | |  |  |  |  |  |  |
| GD6. To use a range of coordinating and subordinating conjunctions | |  |  |  |  |  |  |
| GD7. To spell many of the Year 3 common exception words | |  |  |  |  |  |  |
| GD8. To use joined cursive handwriting | |  |  |  |  |  |  |

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| **Year 4 Writing Assessment** | | **Evidence** | | | | | |
| Autumn | Autumn | Spring | Spring | Summer | Summer |
| 1 | 2 | 1 | 2 | 1 | 2 |
| **Working towards the expected standard** | WT1. To use a consistent and appropriate structure in fiction and non- fiction |  |  |  |  |  |  |
| WT2. To write narratives with a clear beginning, middle and end with a clear plot |  |  |  |  |  |  |
| WT3. To proof read their own and others writing with growing confidence |  |  |  |  |  |  |
| WT4. To create more detailed settings, characters and plot, |  |  |  |  |  |  |
| WT5. To organise paragraphs around a theme |  |  |  |  |  |  |
| WT6. To maintain tense throughout a piece of writing |  |  |  |  |  |  |
| WT7. Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done |  |  |  |  |  |  |
| WT8. Use fronted adverbials e.g. Later that day, I heard the bad news. |  |  |  |  |  |  |
| WT9. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |  |  |  |  |  |  |
| WT10. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas |  |  |  |  |  |  |
| WT11. Apostrophes for singular possession and plural possession |  |  |  |  |  |  |
| WT12. Expanded noun phrases – modifying adjectives, and prepositions, |  |  |  |  |  |  |
| WT13. To use pronouns to aid cohesions and avoid repetition |  |  |  |  |  |  |
| WT14. To spell most words with prefixes/suffixes correctly |  |  |  |  |  |  |
| WT15. To spell most homophones correctly |  |  |  |  |  |  |
| WT16. To spell many common exception words |  |  |  |  |  |  |
| WT17. To use neat joined cursive handwriting |  |  |  |  |  |  |
| **Working at the expected standard** | EX1. To write a range of narratives and non-fiction using a consistent and appropriate structure |  |  |  |  |  |  |
| EX2. To proof rather own and others’ work making clear and accurate amendments |  |  |  |  |  |  |
| EX3. To create a more detailed setting, characters and plot to fully engage the reader |  |  |  |  |  |  |
| EX3. To consistently organise paragraphs around a theme |  |  |  |  |  |  |
| EX4. To maintain tense throughout a piece |  |  |  |  |  |  |
| EX5. To use all necessary punctuation |  |  |  |  |  |  |
| EX6. To use all punctuation from preceding year groups |  |  |  |  |  |  |
| EX7. To use singular possession and plural possession apostrophes with accuracy |  |  |  |  |  |  |
| EX8. To demarcate fronted adverbials with commas consistently. |  |  |  |  |  |  |
| EX9. To use nouns and pronouns effectively to aid cohesion |  |  |  |  |  |  |
| EX10. To spell all words with prefixes/suffixes correctly |  |  |  |  |  |  |
| EX11. To spell all homophones correctly |  |  |  |  |  |  |
| **Working at Greater Depth** | GD1. To write narratives that well well structured and well paced |  |  |  |  |  |  |
| GD2. To proof own and others’ work making clear and accurate amendments consistently |  |  |  |  |  |  |
| GD3. To create a more detailed setting, characters and plot to fully engage the reader consistently |  |  |  |  |  |  |
| GD4. To consistently organise paragraphs around a theme and aid cohesion within paragraphs |  |  |  |  |  |  |
| GD5. Always maintain tense |  |  |  |  |  |  |
| GD6. Always use standard verb inflections accurately |  |  |  |  |  |  |
| GD7. To use all punctuation consistently and accurately |  |  |  |  |  |  |
| GD8. To use their knowledge of word families to aid spelling |  |  |  |  |  |  |

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| **Year 5 Writing Assessment** | | | **Evidence** | | | | | |
| Autumn | Autumn | Spring | Spring | Summer | Summer |
| 1 | 2 | 1 | 2 | 1 | 2 |
| **Working towards the expected standard** | WT1. To write for a range of purposes and audiences | |  |  |  |  |  |  |
| WT2. To select appropriate grammar and vocabulary to match the purpose | |  |  |  |  |  |  |
| WT3. To describe the setting, characters and atmosphere with and awareness of the reader | |  |  |  |  |  |  |
| WT4. To begin to use dialogue to convey character and action | |  |  |  |  |  |  |
| WT5. Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining | |  |  |  |  |  |  |
| WT6. To create paragraphs that are usually suitably linked (this may not be accurate) | |  |  |  |  |  |  |
| WT7. To proof read their work and others to assess and make necessary corrections | |  |  |  |  |  |  |
| WT8. Use the full range of punctuation from preceding year groups | |  |  |  |  |  |  |
| WT9. Being to use commas to clarify meaning | |  |  |  |  |  |  |
| WT10. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly | |  |  |  |  |  |  |
| WT11. Begin to experiment with relative clauses | |  |  |  |  |  |  |
| WT12. Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must | |  |  |  |  |  |  |
| WT13. Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify | |  |  |  |  |  |  |
| WT14. To spell some words from Y5/6 word | |  |  |  |  |  |  |
| WT15. To spell some complex homophones | |  |  |  |  |  |  |
| **Working at the expected standard** | EX1. To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose | |  |  |  |  |  |  |
| EX2. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (contracted forms, modal verbs, passive voice) | |  |  |  |  |  |  |
| EX3. To describe the setting, characters and atmosphere to consistently engage the reader | |  |  |  |  |  |  |
| EX4. To begin to use dialogue to convey character and action with increasing confidence | |  |  |  |  |  |  |
| EX5. To begin to proof read to precise longer passages by removing unwanted repetition | |  |  |  |  |  |  |
| EX6. To use commas to clarify meaning with increasing accuracy | |  |  |  |  |  |  |
| EX7. Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly | |  |  |  |  |  |  |
| EX8. To use relative clauses with relative pronoun | |  |  |  |  |  |  |
| Parenthesis | EX9. Brackets |  |  |  |  |  |  |
| EX10. Dashes |  |  |  |  |  |  |
| EX11. Commas |  |  |  |  |  |  |
| EX12. To spell many words from Y5/6 word | |  |  |  |  |  |  |
| EX13. To spell many complex homophones | |  |  |  |  |  |  |
| EX14. To use consistently joined handwriting | |  |  |  |  |  |  |
| **Working at Greater Depth** | GD1. To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure | |  |  |  |  |  |  |
| GD2. To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning | |  |  |  |  |  |  |
| GD3. To regularly use integrated dialogue | |  |  |  |  |  |  |
| GD4. Consistently link ideas with and across paragraphs | |  |  |  |  |  |  |
| GD5. To use commas to clarify meaning and avoid ambiguity consistently | |  |  |  |  |  |  |
| GD6. To use a wide range of words/phrases to link paragraphs with and across to aid cohesion | |  |  |  |  |  |  |
| GD7. Wide range of adverbs and modal verbs | |  |  |  |  |  |  |
| GD8. Spell most common exception words correctly | |  |  |  |  |  |  |

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| **Year 6- End of Key Stage 2 Statutory Assessment** | | | **Evidence** | | | | | |
| Autumn | Autumn | Spring | Spring | Summer | Summer |
| 1 | 2 | 1 | 2 | 1 | 2 |
| **Working towards the expected standard** | WT1. Write for a range of purposes | |  |  |  |  |  |  |
| WT2. Use paragraphs to organise ideas | |  |  |  |  |  |  |
| WT3. In narratives, describe settings | |  |  |  |  |  |  |
| WT4. In narratives describe characters | |  |  |  |  |  |  |
| WT5. In non narrative use simple devices to support the reader (Heading, subheading, bullet points) | |  |  |  |  |  |  |
| Using mostly correctly | WT6. Capital letters |  |  |  |  |  |  |
| WT7. Full stops |  |  |  |  |  |  |
| WT8. Question marks |  |  |  |  |  |  |
| WT9. Exclamation marks |  |  |  |  |  |  |
| WT10. Commas for lists |  |  |  |  |  |  |
| WT11. Apostrophes for contraction/possession |  |  |  |  |  |  |
| WT12. Spelling most words correctly (year 3 and 4) | |  |  |  |  |  |  |
| WT13. Spelling some words correctly (year 5 and 6) | |  |  |  |  |  |  |
| WT14. Producing legible joined handwriting (at this standard there is no need for writing to be joined) | |  |  |  |  |  |  |
| **Working at the expected standard** | EX1. Write effectively for a range of audiences and purpose, selecting the language that sows awareness of reader (1st person diary, direst address in persuasive writing) | |  |  |  |  |  |  |
| EX2. In narratives, describe settings | |  |  |  |  |  |  |
| EX3. In narratives describe characters | |  |  |  |  |  |  |
| EX4. In narratives, describe atmosphere | |  |  |  |  |  |  |
| EX5. Integrate dialogue in narratives to convey character and advance the action | |  |  |  |  |  |  |
| Using mostly correctly | EX6. Inverted commas |  |  |  |  |  |  |
| EX7. commas for clarity |  |  |  |  |  |  |
| EX8. punctuation for parentheses |  |  |  |  |  |  |
| EX9. Contracted forms |  |  |  |  |  |  |
| EX10. Passive verbs |  |  |  |  |  |  |
| EX11. Modal verbs |  |  |  |  |  |  |
| Use a range of devices to build cohesion | EX11. Conjunctions |  |  |  |  |  |  |
| EX12. Fronted adverbials |  |  |  |  |  |  |
| EX13. Pronouns |  |  |  |  |  |  |
| EX14. Synonyms |  |  |  |  |  |  |
| EX15. Spelling most words correctly (year 5 and 6) | |  |  |  |  |  |  |
| EX16. Use verb tenses consistently and correctly throughout their writing | |  |  |  |  |  |  |
| EX17. Maintaining legibility, fluency and speed in handwriting when writing at speed | |  |  |  |  |  |  |
| **Working greater depth** | GD1. 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 (literary language, characterisation, structure) | |  |  |  |  |  |  |
| GD2. Distinguish between the language of speech and writing and choose the appropriate structure. | |  |  |  |  |  |  |
| GD3. Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this | |  |  |  |  |  |  |
| Use range of punctuation taught at KS2 correctly ( when necessary use punctuation precisely to enhance meaning and avoid ambiguity) | GD4. Semi- colons |  |  |  |  |  |  |
| GD5. Colons |  |  |  |  |  |  |
| GD6. Hyphens |  |  |  |  |  |  |
| GD7. Dashes |  |  |  |  |  |  |