

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Writing

Reception - Writing

Name: _____.

Children aged 3 and 4

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Begins to see sounds from their own name in other words.

	COMPOSITION			TRANSCRIPTION	
	Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting
Children in Reception class	<ul style="list-style-type: none"> Writes own name Writes labels and captions. Attempts to write short sentences in meaningful contexts. 		<ul style="list-style-type: none"> Continues a rhyming string. 	<ul style="list-style-type: none"> Begins to break the flow of speech into words. Hears and says the initial sounds in words. Segments the sounds in simple words and blend them together. Links sounds to letters, sounding the letters of the alphabet. Links sounds to letters, naming the letters of the alphabet. Uses some sounds correctly and in sequence. 	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. writes some clearly identifiable letters to communicate meaning
ELG	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> Begins to use capital letters and full stops 		<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
EXC	<ul style="list-style-type: none"> They use key features of narrative in their own writing. They can write simple non-fiction sentences 			<ul style="list-style-type: none"> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. 	<ul style="list-style-type: none"> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

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End of Key Stage Judgement	Emerging	ELG	EXS

Year 1 - Writing

Name: _____

		COMPOSITION		TRANSCRIPTION		
		Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting
Autumn	Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. Saying out loud what they are going to write about	Sentences are composed orally before writing down and written from memory. Beginning to punctuate sentences using a capital letter and a full stop.	Story language from shared stories is used, such as once upon a time, in the end, it was a, one sunny day etc.	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly Phonetically plausible attempts at words with digraphs and double letters Sufficient number of recognisable words for writing to be readable. Usually segments and spells adjacent consonants for spelling Starts to use the suffixes: s, es, ed, er and ing within independent writing. Spell ten of the common exception words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Understand which letters belong to which family (long, tall and small) Using spacing between words Forming lower case letters in the correct direction, starting and finishing in the right place Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	
	Instructions set out a process using numbers and clearly marked sections. Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Sentences are in chronological order to recount an event or experience. (Recounts & Information Texts)	Demarcating sentences with some use of question marks Demarcating sentences with some use of exclamation marks Joining words and joining clauses using "and" Use and explanation of the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark	Use of some adjectives to modify nouns.	Spell 45 the common exception words. Know how the prefix un can be added to change words meaning. Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound	Forming all lower case letters of the correct size relative to one another. Form capital letters Form digits 0-9	
	Sentences start through use of time openers such as then, next, after and later etc. Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Capital letters for the names of people, places, days of the week and the personal pronoun "I" are becoming evident. Learning the grammar for year 1 in English Appendix 2 Some compound sentences using and, then or but are evident.		Uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Starts to use syllables to divide words when spelling Spell the days of the week Spell words using the prefix un-	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Form all letters consistently in both upper and lowercase in the right direction.	

All Year	•	•			•
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		COMPOSITION		TRANSCRIPTION		
		Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting
Autumn		<p>Written planning outlines the content of writing and is referenced to.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Ability to write a sequenced short story with a clearly defined start, middle and end.</p> <p>Related ideas are grouped together in sections in non-fiction texts, which begins to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts)</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Evaluating their writing with the teacher and other pupils</p>	<p>Demarcating most sentences with capital letters and full stops</p> <p>Some use of question marks</p> <p>Some use of exclamation marks</p> <p>A growing ability to accurately proofread to check for errors in grammar and punctuation is evident.</p> <p>Use commas for lists</p> <p>Write sentences with different forms, statement,</p> <p>Write sentences with different forms, question</p> <p>Write sentences with different forms, exclamation</p> <p>Write sentences with different forms, command</p>	<p>Use of some technical words in non-fiction text types.</p> <p>Writing uses both description and dialogue for characters and setting to engage the reader.</p> <p>Some use of adverbs</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell words with contracted forms</p> <p>Adding suffixes to spell some words correctly in their writing</p> <p>Spells a few common homophones and near homophones:</p> <p>Spell all Year 1 common exception words</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use spacing between words that reflects the size of the letters.</p>
			<p>Ability to write a sequenced short story with a clearly defined start, middle and end.</p> <p>Sequenced instructions using modal verbs and numbers to order.</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p>	<p>Using present and past tense mostly correctly and consistently (has/had, was/were)</p> <p>Use of the apostrophe to mark singular possession in nouns.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Competent growing application of prefix and suffix rules in independent writing. (ed, ing, s, es,)</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Spell 50 common exception words.</p>

Summer	<p>Fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of fronted adverbials.</p> <p>Attempt to adopt a viewpoint</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Explains the features/differences of instructions, information texts and recounts, within English books or orally in discussion.</p>	<p>Experimentation with inverted commas.</p> <p>Using commas for contracted forms</p> <p>Using commas for the possessive (singular)</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting).</p>	<p>Use of simple/comparative adjectives and well-chosen verbs in narratives.</p>	<p>Spell words with the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Spell 75 common exception words</p>	<p>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>
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All Year	•	•		•	
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Year 3- Writing

Name: _____ .

		COMPOSITION			TRANSCRIPTION	
		Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting
Autumn		<p>Headings, subheadings, photographs and illustrations are used to aid presentation in reports, recounts and instructions.</p> <p>Use of Adverbs (then, next, soon, therefore)</p> <p>Procedural texts make use of detailed information about how, where and when steps take place.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p>	<p>Accurate use of inverted commas for direct speech.</p> <p>Secure use of the forms a or an when writing a sentence. (I would like <u>an</u> apple, not I would like <u>a</u> apple)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Learning the grammar for years 3 in English Appendix 2</p> <p>Proof-read for punctuation errors</p>	<p>Use of specific nouns (terrier instead of dog)</p> <p>Adverbs are used carefully to detail actions.</p> <p>Use of phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>Technical or scientific terms are controlled and expanded in non-fiction texts.</p>	<p>Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>Formation of nouns using a range of prefixes.</p> <p>To spell words using prefixes-dis, mis, il, im, re and in.</p> <p>To spell words using suffixes ing, er, en, ation, ly and tion.</p> <p>Spell further homophones</p> <p>Proof-read for spelling errors</p>	<p>All diagonal and horizontal strokes are formed correctly.</p>
	Spring		<p>Endings of narratives are carefully thought out.</p> <p>Using paragraphs to organise ideas.</p> <p>Consistent use of paragraphs in narrative and which link information together in non-fiction text types.</p> <p>In narratives, creating settings, characters and plot</p>	<p>Consistent use of the first and third person.</p> <p>Using different verb forms mostly correctly Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play)</p> <p>Using commas</p> <p>Using fronted adverbials</p>	<p>Growing awareness of language choices that grip the reader's interest.</p> <p>Action verbs provide interest, such as cackled instead of laughed.</p> <p>Descriptive language that is factual rather than imaginative is used.</p>	<p>Spell words with the u phoneme as the grapheme ou, such as young, trouble and country.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.</p> <p>Spell words that are often misspelt (English Appendix 1)</p>

Summer	<p>Using co-ordinating and subordinating conjunctions e.g Conjunctions to express time, place and cause (when, before, after, while, so or because). Use of prepositions (before, after, during in, because of) within compound sentences.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Through the collection of ideas orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings. Ability to write a generally well balanced 5 part narrative where the main conflict/problem is solved. Describing settings and characters e.g. Settings, characters and plot are developed through description. Evidence of an ability to independently use the features of the text types covered to this point to write for real purposes and audiences across the curriculum. Imperatives are used directly or indirectly.</p>	<p>Correct use of the possessive apostrophe. Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship) Variation of long and short sentences for description. Using commas after fronted adverbials Evidence of improvements made through editing to make changes to grammar and vocabulary. Proofreading eliminates simple errors and is an embedded part of the writing process.</p>	<p>Some evidence of words chosen to introduce opinion or add clarity.</p>	<p>Spell words with additional prefixes and suffixes and understand how to add them to root words. Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher. Spell correctly word families based on common words for example solve, solution, and solver Spell year 3 words identified from the spelling list.</p>	<p>Producing a legible joined handwriting.</p>
All Year	•	•			<p>E.g. A fluent continuous cursive handwriting style is developing through increased legibility, consistency and quality of presentation</p>

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Year 4 - Writing

Name: _____ .

COMPOSITION			TRANSCRIPTION		
Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting	
Autumn	<p>Narratives are well paced, with a build up and complication that lead to a defined ending. Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding. Paragraphs organise ideas around a theme or open with topic sentences in recounts. In non-fiction texts the layout attempts to organise key elements through control of the specific features. Selecting vocabulary and grammatical structures that reflect the level of formality required. Recounts have three clear parts made up of the setting, events in order and a concluding comment. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Using adverbs Using preposition phrases Expanded noun phrases effectively to add detail, qualification and precision. (the teacher becomes the strict maths teacher with curly hair). Direct speech and quotes are punctuated with inverted commas and other punctuation accurately. Evidence of a growing ability to comment on sound effects (repetition/alliteration) visual effects (simile, personification and metaphor) and surprising word combinations is evident. Using the present perfect form of verbs in contrast to the past tense Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Learning the grammar for years 3 and 4 in English Appendix 2 Proof-read for punctuation errors</p>	<p>Words are chosen carefully to describe events, characters and feelings.</p>	<p>Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. Consolidates spelling words with prefixes: re, sub, inter, super, anti and auto. Consolidates spelling words with suffixes: ous</p>	<p>Producing legible joined handwriting</p>

Spring	<p>Narratives (imaginary worlds) are well paced, with a build up and complication that lead to a defined ending. Characters are created with interaction to reveal feelings. Paragraphs organise ideas around a theme or open with topic sentences in explanations. Using some cohesive devices within and across sentences. Cohesion in sentences is achieved through using appropriate nouns and pronouns. Non chronological reports make controlled use of linking verbs to give coherence. (is, are, has, have and belong to)</p>	<p>Fronted adverbials are evident with correct use of the comma (<u>later that day</u>, I heard the bad news) Verb inflections are secured (we were instead of we was or I did instead of I done) Apostrophes accurately mark plural possession (the girl's name or the girls' names) Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations. Use of fronted adverbials for effect. (<u>Majestically</u> the swan glided onto the river) Powerful verbs add impact. Word use is lively and imaginative, intended to amuse, entertain or inform.</p>	<p>Spells words with the g phoneme spelt as gue, such as league and tongue. Spells words with the s phoneme as sc, such as scene and discipline Spells words with ei, eigh or ey, such as weigh, vein or neighbour. Proof-read for spelling errors</p>	
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Summer	<p>Narratives (Historical) are well paced, with a build-up and complication that lead to a defined ending. Paragraphs organise ideas around a theme or open with topic sentences in reports.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Produce carefully thought out plans that match finished independent pieces.</p>	<p>Use of modifiers e.g. very or quiet Using and punctuating direct speech Using different verb forms mostly accurate. Accurate tense and person is employed across different text types. Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person. A variety of sentences are used made up of phrases and different clause types, beginning to use complex and compound sentences. Using co-ordinating and subordinating conjunctions. Subordination conjunctions are used between, at the beginning and within sentences. (We wore our wellies <u>when</u> we played in the puddles)</p>	<p>Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition. In stories with historical settings vocabulary is chosen to describe in detail. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.</p>	<p>Spells plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices's. Recognise and spell additional homophones from the year 4 list. Spell 75 common exception words</p>	<p>A fluent continuous cursive handwriting style is secure. Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc.</p>

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COMPOSITION			TRANSCRIPTION		
Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting	
Autumn	<p>Using paragraphs to organise ideas</p> <p>Describing settings and characters</p> <p>Using some cohesive devices within and across sentences and paragraphs</p> <p>Cohesion in paragraphs is built up through the use of then, after, that, this or firstly or varying the length.</p> <p>Adverbials of time (later), place (nearby) or number (secondly) are used to link ideas across paragraphs or tense choices may do this (he had seen her before)</p> <p>Writing shows evidence of the writer's viewpoint through comments about the characters and/or events i.e. writing in role or from a stance. Contrasting viewpoint and writing as an expert.</p>	<p>Using different verb forms mostly accurately</p> <p>Using co-ordinating and subordinating conjunctions</p> <p>Using capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly</p> <p>There is correct subject and verb agreement when using singular and plural.</p> <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Causal and logical connectives are used in addition to time openers (however or therefore).</p> <p>Beginning to use a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>Distinguishes between the formal and informal spoken and written language.</p> <p>Some expanded noun phrases may be used to add well thought out detail to writing.</p>	<p>Nouns or adjectives are converted into verbs using suffixes ate, ise or ify.</p> <p>Makes independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p>Write legibly, fluently and with increasing speed</p>
Spring	<p>Paragraphing is controlled to organise writing into different information or events.</p> <p>Short sentences are used to speed up action in narratives.</p>	<p>To use inverted commas</p> <p>Beginning to use commas for clarity</p> <p>Commas are used to clarify meaning or avoid ambiguity.</p> <p>Punctuation for parenthesis</p> <p>Brackets, dashes or commas are used to indicate parenthesis.</p> <p>Beginning to use passive and modal verbs.</p>	<p>Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility.</p> <p>Evidence of the use of stylistic devices such as similes, metaphors, emotive phrases and personification to create effects.</p> <p>Beginning to use a range of cohesive devices including adverbials within and across sentences and paragraphs</p>	<p>Spells words with the endings, able, ible and ibly</p> <p>Spells words with i phoneme represented as ei after c, such as deceive, conceive or receive.</p> <p>Continue to distinguish between homophones and other words which are often confused</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>

Summer	<p>Writing shows evidence of the writer's viewpoint through comments about the characters and/or events i.e. writing in role or from a stance. Contrasting viewpoint and writing as an expert.</p> <p>Controlled conclusions summarise non-fiction texts. (Procedural, explanation and persuasion)</p> <p>Creating atmosphere, and integrating dialogue to convey character and advance the action</p> <p>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Planning takes account of the audience and purpose of the writing.</p> <p>Narratives (Significant authors, myths and stories from other cultures) effectively develop characters, settings and atmosphere through detailed description.</p> <p>Evidence of the application of specific features to ensure a text types matches its intention.</p>	<p>Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use of modifiers e.g. extremely</p> <p>Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning.</p>	<p>Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Precise detail adds interest and engages the reader.</p>	<p>Spells words containing the letter string ough, such as bought, rough, cough, though or thorough.</p> <p>Spells 75 of the year 5 words from the spelling list.</p>	<p>Choosing the writing implement that is best suited for a task.</p> <p>The writers own style is evident and may change for different text types.</p>
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		COMPOSITION		TRANSCRIPTION		
		Text Structure	Punctuation & Grammar	Vocabulary	Spelling	Handwriting
Autumn	Using paragraphs to organise ideas Using some cohesive devices within and across sentences and paragraphs Main ideas in both fiction and non-fiction are sustained and developed logically with closings referring back to openings Using a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Uses adverbs of time, frequency and manner. In non-narrative use simple devices to structure the writing and support the reader (eg headings, subheadings, bullet points) Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.	Using co-ordinating and subordinating conjunctions* Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions mostly correctly Using inverted commas mostly correctly Using commas for clarity mostly correctly Using punctuation for parenthesis mostly correctly (commas, dashes or brackets) Use of semi-colons mostly correctly. Using colons mostly correctly (lists or join main clauses) Using hyphens mostly correctly eg (recover versus re-cover or man eating shark versus man-eating shark). Using dashes mostly correctly Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between informal speech and formal speech when writing eg dialogues and quotes. Correctly punctuated bullet points to list information. Use of fronted adverbial phrases Use of modifiers Use of direct and indirect speech. Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (i.e: contracted forms in dialogue; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility.)	Use of synonyms and antonyms Conjunctions chosen relate to the text type. Ability to use a variety of linguistic terms, to confidently discuss their writing. Both adjectives and adverbs provide detailed description and information. Figurative language is evident, such as the wind wrapped me like a cloak (eg metaphor, simile, alliteration, personification) Uses adverbs of time, frequency and manner. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.	Applies a range of taught spelling strategies independently when spelling words. Independently uses dictionaries to check the spelling and meaning of words. Spells words with the endings cious and tious Spells words with the endings cial and tial Spells words with the endings ance and ancy Spells words with the endings ent, ence and ency	Write legibly	

Spring	<p>In non-fiction (e.g newspapers, persuasions and arguments) paragraphs organise information logically.</p> <p>Words or phrases are used to link events in time, such as at the same time, as soon as or late in the afternoon, first of all for relevant text e.g stories, diaries, news reports, chronological reports.</p> <p>In narratives describe setting, character and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Some sentences start with conjunctions eg although, despite, as, since or whenever.</p> <p>In narrative describe settings and characters</p> <p>Using a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (ie the use of first person ion a diary, direct address instructions and persuasive writing)</p>	<p>Using verb tenses consistently and correctly throughout their writing.</p> <p>Complex sentences are controlled to manipulate clauses for specific effects.</p> <p>Use of a wide range of conjunctions, although, meanwhile</p> <p>To understand the use of subjunctive forms.</p> <p>To understand passive voice, active voice, subject and object.</p>	<p>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>Use of abstract nouns</p> <p>Use of ellipses</p>	<p>Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring.</p> <p>Makes the correct spelling choice between homophones in the Y6 list</p> <p>Spells correctly most of the Year 5/6 words from the spelling list.</p> <p>Use a dictionary to check the spelling of uncommon or ambitious vocabulary.</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p>
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All Year	<p>The appropriate form and register are apparent for the text type.</p> <p>Pupils can write for a range of purposes and audiences including a narrative.</p> <p>Planning uses paragraphs to structure the plot in narrative (eg Suspense, flashbacks and quest) showing changes in time, place and events.</p> <p>Uses a wide range of sentence starters to create specific effects. (participles, conversations/dialogue, adverbs or adjectives, conjunctions)</p> <p>Write for a range of purposes.</p> <p>Pupils 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 and structure)</p>	<p>Proof reading and editing is embedded as a process to further develop compositions.</p> <p>Pupils use a wide range of clause structures sometimes varying their place within the sentence</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Selecting verb forms for meaning and effect* (powerful verbs, progressive, simple and perfect tense)</p> <p>Use the range of punctuation taught at key stage 2 correctly and when necessary use punctuation precisely to enhance meaning and avoid ambiguity:</p> <p>Correctly use colon, dash, semi colon.</p> <p>Correctly use hyphen</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p>		<p>Spells 75 of the Year 6 words from the spelling list.</p>	<p>Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc.</p> <p>The writers own style is evident and may change for different text types.</p>
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Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

End of Key Stage Judgement	PKS	WTS	EXS	GDS