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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 |  |  |  |  |  |  |