



KS1 and KS2 Writing Assessment Document

Adapted April 2022

Using this document:

- Please use this guidance to assess each individual child's achievement within all areas of writing.
- This should also be used as a tool, to inform your planning.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of writing:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination that makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat.
- *And most importantly, a love of writing and an appreciation of its educational, cultural and entertainment values.*

The learning objectives are stated per year group, for each area of writing. Please use your knowledge of the children to decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

Breadth of Study:

	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).
<u>NC Statutory Coverage</u>	<ul style="list-style-type: none"> • <u>Personal experiences</u> • <u>Real events</u> • <u>Poetry</u> • <u>Different purposes</u> 	<ul style="list-style-type: none"> • <u>Narratives</u> • <u>Non-fiction</u> • <u>Poetry</u> • <u>Different purposes</u>

Composition	Key Stage 1	
	Year 1	Year 2
<p>Write with purpose:- This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes (<i>some indication of basic purpose, particular form or awareness of the reader, e.g. story, label, message, letter</i>). • Plan by talking about ideas. • Use some of the characteristic features of the type of writing used. 	<ul style="list-style-type: none"> • Write for a variety of purposes (<i>some basic purpose established e.g. main features of story, report</i>). • Some attempts at appropriate style, with attention to the reader. • Plan by talking about ideas and writing notes. • Use the main characteristic features of the type of writing used, sometimes signalled to the reader. • Write, review and improve.
<p>Use imaginative description:- This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Use some descriptive language (<i>adjectives such as colour, size, simple emotion</i>). • Use extended noun phrases to describe and specify (<i>the blue butterfly</i>). • Use names of people, places and things (<i>mostly simple vocabulary</i>). 	<ul style="list-style-type: none"> • Use expanded noun phrases to describe, expand and specify (<i>the delicate, blue butterfly flew off into the sky</i>). • Use nouns and pronouns for variety (<i>some adventurous word choices e.g. opportune use of new vocabulary</i>). • Use adverbs for extra detail.
<p>Organise writing appropriately:- This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Organise writing in line with its purpose (<i>start/end of a text indicated by phrases, e.g. once upon a time, one day, the end</i>). • Organise writing in line with its purpose (<i>events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered</i>). 	<ul style="list-style-type: none"> • Organise writing in line with its purpose (<i>openings and/or closings sometimes signalled</i>). • Organise writing in line with its purpose (<i>some basic sequencing of ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers</i>). • Use the present and past tenses correctly, including the progressive form. • Re-read writing to check it makes sense.
<p>Use paragraphs:- This concept involves understanding how to group ideas, so as to guide the reader.</p>	<ul style="list-style-type: none"> • Write about more than one idea (<i>simple connections between ideas, events, e.g. repeated nouns, pronouns relate to main idea</i>). 	<ul style="list-style-type: none"> • Group related information (<i>ideas in sections grouped by content, some linking by simple pronouns</i>).
<p>Use sentences appropriately:- This concept involves using different types of sentences appropriately for both clarity and effect.</p>	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences (<i>reliance on simple phrases and clauses</i>). • Convey ideas sentence by sentence. • Join sentences with conjunctions (<i>some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and'</i>). 	<ul style="list-style-type: none"> • Sequence sentences to form clear narratives. • Join sentences with conjunctions (<i>mainly simple sentences with and used to connect clauses</i>). • Use coordination (<i>or, and, but</i>) and some subordination (<i>when, if, that, because</i>). • Vary the way sentences begin. • Use sentences with different forms: <i>statements, questions, exclamations and commands</i>.

Transcription	Key Stage 1	
	Year 1	Year 2
<p>Present neatly:- This concept involves developing an understanding of handwriting and clear presentation.</p>	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Use spaces between words. • Understand that letters are formed in similar ways (<i>handwriting scheme relevant</i>). 	<ul style="list-style-type: none"> • Understand that letters are formed in similar ways (<i>handwriting scheme relevant</i>). • Form lower-case letters of a consistent size (<i>includes distinguished ascenders and descenders, generally upper and lower case letters not mixed within words</i>). • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.
<p>Spell correctly:- This concept involves understanding the need for accuracy.</p>	<p>Using the English Appendix 1: Spelling – work for Year 1</p> <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words. • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular maker for verbs. • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, quicker, quickest. • Use spelling rules taught. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. 	<p>Using the English Appendix 1: Spelling – work for Year 2</p> <p>As for Year 1, plus:</p> <ul style="list-style-type: none"> • Spell contraction words correctly (<i>can't, don't</i>). • Add suffixes to spell longer words (<i>-ment, -ness, -ful, -less</i>). • Use the possessive apostrophe. (<i>singular</i>) [<i>for example, the girl's book</i>]. • Distinguish between homophones and near-homophones.
<p>Punctuate accurately:- This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> • Use a capital letter for the start of a sentence. • Use a full stop accurately. • Begin to use other punctuation such as exclamation and question marks. • Begin to use capital letters for the names of people, places, days of the week and I. 	<ul style="list-style-type: none"> • Use full stops and capital letters – most are correct (<i>this will be consistent across a range of dictated and independent writing</i>). • Use both familiar and new punctuation correctly, including exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Analysis and Presentation	Key Stage 1	
	Year 1	Year 2
Analyse writing:- This concept involves developing an understanding how grammatical choices give effect and meaning to writing.	<ul style="list-style-type: none"> • Discuss writing with the other students. • Use and understand grammatical terminology in discussing writing (<i>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</i>). 	<ul style="list-style-type: none"> • Discuss writing with the other students. • Use and understand grammatical terminology in discussing writing (<i>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</i>).
Present writing:- This concept involves learning to reflect upon writing and reading it aloud to others.	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. 	<ul style="list-style-type: none"> • Read aloud writing with some intonation.

Composition – A child working at a GREATER DEPTH would meet all objectives above and:

Year 1

- In narrative writing, use structures and language from familiar stories effectively and accurately.
- In non-narrative recounts, events are related with some detail and may also include a personal comment.
- Writing demonstrates a growing understanding of different text types dependent on classroom experiences.
- Include words which are carefully chosen including vocabulary from word banks and from stories that have been read independently or read to.
- Make changes to writing following re-reading and reflection.

Year 2

- Narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a better-rounded ending which relate to events in the text.
- Non-narrative texts are sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence.
- Sustain the writing of longer texts, showing increasing stamina and able to consistently engage the reader.
- Writing is re-read and its effectiveness evaluated independently.
- Changes are made to improve the impact of writing.
- Proof reading is careful and inaccuracies are corrected, mostly independently.
- Confident and consistent in use of:
 - Simple, compound and complex sentences;
 - A widening variety of conjunctions that add information and expand ideas;
 - Different sentence types appropriate for their purpose which add impact;
 - Past and present tenses, including the progressive forms.
- Word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately
- Add detail by using expanded noun phrases using adjectives, prepositional phrases and sometimes similes
- Use adverbials to sequence writing and occasionally to show a change in setting

***plus additions from Teacher Assessment Frameworks at the End of Key Stage 1**

Transcription – A child working at a GREATER DEPTH would meet all objectives above and:

Year 1

- sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate
- consistent with the use of capital letters for the pronoun 'I' and for proper nouns
- use taught spelling rules and patterns independently and accurately
- letters are correctly formed and oriented and start and finish in the correct place.

Year 2

- confident and consistent in the use of:
 - capital letters and appropriate end marks to demarcate sentences;
 - capital letters for the personal pronoun I and for proper nouns;
 - commas used to separate items in a list;
 - apostrophes to mark contractions;
 - apostrophes for singular possession.
- apply spelling rules and patterns from Year 2 accurately with spelling strategies used to attempt more ambitious words
- capital letters and lower case letters are correctly sized and oriented and most letters are joined

***plus additions from Teacher Assessment Frameworks at the End of Key Stage 1**

English writing

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- 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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can, after discussion with the teacher:

- 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- 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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Composition	Lower Key Stage 2	
	Year 3	Year 4
<p>Write with purpose:- This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading) sometimes used. • Some attempts at appropriate style, with attention to the reader • Plan my writing by discussing and recording ideas (timeline, flowchart, spider diagram etc.) • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. • Identify structure, grammatical features and use of vocabulary in texts, when discussing different models of writing 	<ul style="list-style-type: none"> • Main purpose and features of selected form are clear (but not always consistent) • Style generally appropriate to task (key vocabulary and grammar choices link to the style: scientific words/historical words/ words that fit the context). • Plan, write, edit and improve
<p>Use imaginative description:- This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Word choices are adventurous and carefully selected to add detail and to engage the reader (word banks can be used to support this) • Use a range of descriptive phrases, including some collective nouns. • Some attempt to elaborate on basic information or events (nouns expanded by simple adjectives, noun phrases included before and after the noun, adverbials used). • Attempt to adopt viewpoint (attitude expressed but with little elaboration). 	<ul style="list-style-type: none"> • Relevant ideas and content chosen • Use techniques used by authors to create characters and settings. • Some ideas developed in detail (descriptions elaborated by adverbial and expanded noun phrases). • Straightforward viewpoint generally maintained (writing in role or maintaining a consistent stance).
<p>Organise writing appropriately:- This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • In narratives, develop structure (openings, resolutions and endings usually signalled). • Some attempt to sequence ideas logically • Use simple organisational devices such as headings and subheadings. • Use the perfect form of verbs to mark relationships of time and cause, instead of the simple past (He has worked hard). 	<ul style="list-style-type: none"> • In narratives, ideas are organised into a clear sequence with a fitting opening and close • Ideas generally in logical sequence • Using the present perfect form of verbs in contrast to the past tense. • Use connectives that signal time, shift attention, inject suspense and shift the setting

<p>Use paragraphs:- This concept involves understanding how to group ideas, so as to guide the reader.</p>	<ul style="list-style-type: none"> • Begin to organise paragraphs around a theme (one sentence paragraphs or ideas loosely organised; some attempt to organise ideas with related points next to each other). • Movement between paragraphs sometimes disjointed but attempts to sequence ideas 	<ul style="list-style-type: none"> • Draft and write paragraphs with topic sentences, and around a theme (main idea usually supported or elaborated by following sentences) • Sequence paragraphs (some attempts to establish simple links) • Build cohesion within paragraphs through controlled use of tenses, subordinating/coordinating conjunctions
<p>Use sentences appropriately:- This concept involves using different types of sentences appropriately for both clarity and effect.</p>	<ul style="list-style-type: none"> • Begin to use a range of sentences with more than one clause (subordinate clauses using conjunctions (when, if, because, although)) • Use nouns or pronouns appropriately within sentences to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause (next, soon, before, after, during, in, because of) • Compose sentences that include a variety of tenses (present perfect) 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although, however, despite, as well as) • Use fronted adverbials of place, time and manner • use nouns or pronouns appropriately across sentences for clarity, cohesion and avoid repetition (When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive) • Use prepositions to express time, place and cause • Use standard English for verb inflections, instead of spoken form (we were – instead of we was, I did – instead of I done) • Use expanded noun phrases with modifying adjective, noun and preposition phrases (The strict teacher with curly hair) • Sentences are often opened in different ways to create effect
<p>Transcription</p>	<p style="text-align: center;">Lower Key Stage 2</p>	
<p>Present neatly:- This concept involves developing an understanding of handwriting and clear presentation.</p>	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> • Join letters, deciding when adjacent to one another, which are best left un-joined. (handwriting scheme relevant – break letters) • Make handwriting legible by using the diagonal and horizontal strokes that are needed to join letters 	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of handwriting by ensuring downstrokes of letters are parallel and letters are spaced appropriately • Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch
<p>Spell correctly:- This concept involves understanding the need for accuracy.</p>	<p>Using the English Appendix 1: Spelling – work for Years 3 & 4</p> <ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes (from nouns using super, anti, auto; suffix -ly) • Recognise and spell homophones correctly (he'll, heal & heel) 	<p>Using the English Appendix 1: Spelling – work for Years 3 & 4</p> <p>As for Year3, plus:</p> <ul style="list-style-type: none"> • Use additional prefixes and suffixes and understand how to add them to root words (tion/sion/ssion/cian)

	<ul style="list-style-type: none"> • Spell correctly some often misspelt words (likely errors include inflected endings, e.g. past tense, plurals, adverbs) • Place the possessive apostrophe accurately in words with regular plurals (girls', boys') • Use the first two or three letters of a word to check its spelling in a dictionary. • Identify the root word in longer words • Spell correctly word families based on common words (solve, solver, solution) 	<ul style="list-style-type: none"> • Spell additional homophones correctly (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle) • Spell correctly identified misspelt words from the Y3/4 word list • Use plural -s and possessive -s correctly (The girls were playing football. The girls' football boots. The girl's football boots.) • Use the first three or four letters of a word to check its spelling in a dictionary.
<p>Punctuate accurately:- This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> • Simple sentences usually demarcated accurately (full stops, capital letters, question and exclamation marks) • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Begin to use inverted commas to punctuate speech ○ Indicating possession by using the possessive apostrophe ○ Using commas to mark clauses and phrases (comma splicing evident) 	<ul style="list-style-type: none"> • All sentences demarcated accurately throughout the text • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using and correctly punctuating direct speech ○ Using commas after fronted adverbials and to mark clauses ○ Indicating possession and omission, using accurate apostrophes (women's rights, children's cloakroom)

Analysis and Presentation	Lower Key Stage 2	
	Year 3	Year 4
Analyse writing:- This concept involves developing an understanding how grammatical choices give effect and meaning to writing.	<ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing and reading (<i>word family, conjunction, adverb, preposition, direct speech, inverted commas/speech marks, prefix, consonant, vowel, clause, subordinate clause</i>). • Make improvements by proposing changes to grammar and vocabulary to improve consistency (<i>tenses, use of determiners, conjunctions, adverbs and prepositions</i>) 	<ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing and reading (<i>pronoun, possessive pronoun, adverbial</i>). • Make improvements by proposing changes to grammar and vocabulary to improve consistency (<i>the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</i>) • Suggest improvements to own writing through assessing with peers and through self-assessment.
Present writing:- This concept involves learning to reflect upon writing and reading it aloud to others.	<ul style="list-style-type: none"> • Compose and rehearse sentences orally. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation

Composition – A child working at a GREATER DEPTH would meet all objectives above and:

Year 3

- the purpose and audience for writing are established and sustained throughout the text
- in non-narrative writing, simple devices including headings and sub-headings are selected independently to guide the reader
- use simple, compound and complex sentences accurately and confidently to add to the flow of writing
- sentence openings are varied and chosen effectively
- use conjunctions, adverbs and prepositions to sequence and to express place and cause confidently
- choose vocabulary deliberately to create effects, including the accurate use of technical or specific words
- use adverbials and other added detail to build a picture for the reader
- plan writing independently
- proof read writing to check for inaccuracies in spelling, grammar and punctuation
- make improvements and changes following discussion and reflection with growing confidence

Year 4

- use a range of sentences types confidently and appropriately according to the text type, purpose and audience.
- sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials.
- use pronouns to avoid repetition and to support cohesion across the text.
- add carefully thought-out detail with noun phrases, which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases.
- choose my words deliberately and carefully, including specific and technical vocabulary.
- use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.
- the process of my editing is focused on impact and effect.
- writing is proof read independently for accuracy and amendments made accordingly.

Transcription – A child working at a GREATER DEPTH would meet all objectives above and:

Year 3

- often use commas to mark phrases and clauses
- use spelling rules and patterns from Year 3/4 accurately, including exceptions to rules
- use diagonal and horizontal strokes to join letters as appropriate

Year 4

- use inverted commas, punctuation within them, and comma for the reporting clause accurately.
- characters are developed through using their actions, speech and reactions.
- non-narrative texts inform the reader effectively, giving sufficient relevant background information.
- paragraphs are well-structured, aid cohesion and guide the reader through the text

Composition	Upper Key Stage 2	
	Year 5	Year 6
<p>Write with purpose:- This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> Identify the audience for writing write for a range of audiences with the purpose to inform, entertain or persuade Note, develop and research ideas 	<ul style="list-style-type: none"> Adapt the grammar and vocabulary used in my writing to suit the audience and purpose and enhance meaning Choose the appropriate form of writing using the main features identified in reading Plan, draft, write, edit and improve
<p>Use imaginative description:- This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots Create vivid images by using alliteration, similes, metaphors and personification Settings are used to not only create atmosphere, but also to indicate a change. Develop characters through action, description and dialogue. (Correct and effective use of speech. Description of action through well-chosen adjectives, verbs and adverbs). Add well-chosen detail to interest the reader. (Expanded noun phrases- 'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...'). Use stylistic devices to create effects in writing. (simile, metaphor, personification) convert nouns and adjectives into verbs by adding a suffix (ate, ise, ify) 	<ul style="list-style-type: none"> Interweave descriptions of characters, settings and atmosphere with dialogue, to convey character and advance the action Create atmosphere and describe settings- using antonyms and synonyms to enhance the description Add detail to writing by using expanded noun phrases to add precision, detail and qualification (The vulgar giant with a large green eye... The short, brown-haired boy in the crowd...) Understand the difference between vocabulary typical of informal and formal speech
<p>Organise writing appropriately:- This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> Choose effective grammar and punctuation Ensure correct use of tenses throughout a piece of writing Use further organisational and presentational devices to structure texts and guide the reader (headings/bullet points/underlining) 	<ul style="list-style-type: none"> Guide the reader by using a range of organisational devices, including a range of connectives Use presentational devices to structure text (headings/sub-headings/columns/ bullet points or tables)

Use paragraphs:-

This concept involves understanding how to group ideas, so as to guide the reader.

- Write paragraphs that make sense if read alone
- Organise writing into paragraphs to show different information or events (Paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)
- Link ideas within and across paragraphs. (connecting adverbs and adverbials for time (when) or tense choices; place (where); how (as/with))

- Use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.
- Write paragraphs that give the reader a sense of clarity
- Write cohesively at length
- Link ideas across paragraphs using a wider range of cohesive devices (repetition/grammatical connections/ellipsis)

Use sentences appropriately:-

This concept involves using different types of sentences appropriately for both clarity and effect.

- Write sentences that include:
 - Relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun (i.e. omitted) (Drop-in Sentence)
 - Relative pronouns
 - Modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we maybe...sometimes....possibly....occasionally...)
 - Bullet points
- Manage shifts in time and place effectively, and guide the reader through my text.
- Use the perfect form of verbs to mark relationships of time and cause. (She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)
- Start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials for time- Later, When the, As the dawn broke,) (Place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)

- Use the correct tense throughout a piece of writing
- Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty (could, would, might)
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. (Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives)
- Add precision, detail and qualification using prepositional phrases and adverbs
- Ensure correct subject verb agreement in singular and plural. (was – I (one person) were – we (more than one- the children were))
- Use a range of verb forms to create more subtle meanings
- Use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me)
- Use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses)
- Use structures typical of very formal speech (Subjunctive forms- If I were/ Were they to come or questions tags- he is your friend, isn't he?)

Transcription	Upper Key Stage 2	
	Year 5	Year 6
<p>Present neatly:- This concept involves developing an understanding of handwriting and clear presentation.</p>	<ul style="list-style-type: none"> improving choices of which shape of a letter to use when given choices and deciding, as part of their personal style, whether, or not, to join specific letters 	<ul style="list-style-type: none"> Write fluently and legibly with a personal style
<p>Spell correctly:- This concept involves understanding the need for accuracy.</p>	<p>Using the English Appendix 1: Spelling – work for Years 5 & 6</p> <ul style="list-style-type: none"> Use prefixes (<i>dis, de, mis, over and re</i>) Spell some words with silent letters (<i>knight, solemn, and psalm</i>) Distinguish between homophones and other words that are often confused (<i>guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle</i>) spell words containing 'ough' (<i>bought/rough/through/bough</i>) spell word endings 'shil' (<i>-cial or -tial</i>) spell word endings 'shush' (<i>-cious or -tious</i>) use the first three or four letters of a word to check spelling, meaning or both in a dictionary 	<p>Using the English Appendix 1: Spelling – work for Years 5 & 6</p> <p>As for Year 5, plus:</p> <ul style="list-style-type: none"> Spell the vast majority of words correctly change verbs into nouns by adding suffixes (<i>tion/sion/ment cancel cancellation/expand expansion/ excite excitement/enjoy enjoyment</i>) add suffixes beginning with vowel letters to words ending in 'fer' (<i>referring/preferred/referee/preference</i>) use prefixes involving the use of a hyphen (<i>co-ordinate/re-enter</i>) Use a thesaurus
<p>Punctuate accurately:- This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> use colons to introduce a list use commas to clarify meaning or avoid ambiguity in writing use inverted commas and other punctuation to indicate direct speech. use brackets, dashes or commas to indicate parenthesis. <i>Outside I was smiling (Inside I was angrier than a bull about to charge).</i> 	<ul style="list-style-type: none"> can mostly use commas correctly to mark phrases and clauses and provide clarity use speech punctuation accurately make some correct use of a further range of punctuation across a range of writing (<i>Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up</i>) can use punctuation for parenthesis, mostly correctly (<i>brackets/commas/dashes</i>) use semi-colon, colon and dash to mark the boundary between independent clauses (<i>It's raining; I'm fed up</i>)

Analysis and Presentation	Upper Key Stage 2	
	Year 5	Year 6
<p>Analyse writing:- This concept involves developing an understanding how grammatical choices give effect and meaning to writing.</p>	<ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing and reading (relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion & ambiguity) • suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • make improvements by proposing changes to grammar and vocabulary to improve consistency (use of tense and subject-verb agreement, distinguishing between the language of speech and writing) • suggest improvement to own writing through assessing with peers and through self-assessment • choose words for deliberate effect and I use them thoughtfully and with precision • Models from my reading are often used or integrated into my writing. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing and reading (active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points) • second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader • writing is evaluated as a matter of course and proof reading ensures a high level of accuracy
<p>Present writing:- This concept involves learning to reflect upon writing and reading it aloud to others.</p>	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume

Composition – A child working at a GREATER DEPTH would meet all objectives above and:

Year 5

- when writing for a range of audiences and purposes, to inform, persuade or entertain, writing is manipulated to create impact and to engage the reader
- the dialogue created between characters develops the reader's understanding of characters
- attempt to use hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.
- Standard English is consistent and level of formality appropriate for the text.
- use expanded phrases and clauses to add information or detail appropriate to the purpose and audience, including relative clauses.
- words are carefully and deliberately selected and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood.
- paragraphs are clearly constructed and help to guide the reader through the text.
- In narrative writing, paragraphs support the plot structure and clearly signal changes in time, place and events.

Year 6

- writing has a clear voice which is evident across the text
- at times, the features and conventions of a text type may be used unconventionally or manipulated to create specific effects
- shifts in time managed well and this adds effectiveness and impact to writing
- use paragraphs to develop and expand ideas or point of view, themes and events in depth
- use a varied range of cohesive devices across and within paragraphs
- writing demonstrates effective use of sentences containing more than one clause and is used to elaborate and to convey complicated information concisely
- writing demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations (shift in formality)
- use a range of literary features such as, repetition, short sentences and figurative language to add impact to writing
- verb forms are chosen for meaning and effect.

- use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.
- writing is proof read independently for accuracy and amendments made.
- during the editing process, sometimes re-order sentences if they feel it impacts on the reader.

- use the drafting process efficiently and edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision
- writing is evaluated as a matter of course
- proof reading ensures a high level of accuracy

Transcription – A child working at a GREATER DEPTH would meet all objectives above and:

Year 5

- use commas accurately to clarify meaning and avoid ambiguity
- may use a colon or semi-colon to link separate clauses
- use brackets, dashes or commas to indicate parenthesis.

Year 6

- punctuation is mostly correct and semi-colons or colons are used to mark boundaries between independent clauses
- spelling is mainly accurate with only occasional errors in more ambitious vocabulary
- handwriting is fluent, legible and maintained to a high personalised standard

***plus additions from Teacher Assessment Frameworks at the End of Key Stage 2**

English writing

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can:

- 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.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and 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. using contracted forms in dialogues in narrative; using 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.²

Working at greater depth

The pupil can:

- 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.[^]

[There are no additional statements for spelling or handwriting]

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.