Writing Assessment **Writing Framework Criteria are underlined**

	COMPOSITION			TRANSCRIPTION	
	Sentence Structure and Punctuation	**Text Organisation**	**Effect on Audience**	**Spelling**	**Handwriting**
Y1 Emerging (Step 16)	* Composes a sentence orally before writing it * Retains and transcribes own sentence a key phrase at a time, maintaining the sense most of the time * Shows an awareness of punctuation *e.g. full stops may be at the end of a line rather than a sentence*	* Uses simple sentences to recount own experiences in writing * Recognisable words and phrases convey information and ideas (but some writing may need to be mediated to be understood) * Organisation of text on the page begins to match purpose *e.g. stories read left to right and top to bottom; lists*	* Lists words and phrases to describe details of first-hand experiences using the senses	* Uses phonic knowledge to spell simple words correctly (CVC) * Uses consonant digraphs *(e.g. sh, th, ck)* * Spells a few Y1 common exception words correctly	* Sits correctly at a table, holding a pencil comfortably and correctly * Begins to form lower-case letters in the correct direction, starting and finishing in the right place
Y1 Expected (Step 17)	* Joins words and clauses using 'and' * Begins to use a capital letter for the start of a sentence * Begins to use full stops to demarcate sentences * Capital letters are used for names and for the personal pronoun 'I'	* Writing can generally be read without mediation * Sequences sentences to form short narratives or simple non-fiction texts * Simple beginning, middle and end are becoming apparent *(may be retelling of a familiar story)* * Makes simple additions, revisions and proof-reading corrections to their own writing with prompting from the teacher	* Includes story language and patterns *e.g. one day, suddenly, in the end* * Makes some choices of appropriate vocabulary *(e.g. using word banks)*	* Spells blends correctly *(e.g. CCVC and CVCC)* * Begin to use alternative ways of spelling phonemes e.g. *that the /ae/ sound can be spelled with 'ai', 'ay' or 'a-e'* * Use some spelling alternatives correctly * More Y1 common exception words are spelled correctly	* Writes with spaces between words, but spacing may be irregular * Letters have clear shape and orientation * Forms lower-case letters in the correct direction, starting and finishing in the right place
Y1 Greater Depth (Step 18)	* Uses full stops and capital letters to demarcate some sentences * Begins to use question marks appropriately * Begins to use exclamation marks appropriately * Uses 'because' to provide reasoning * Shows some variation in sentence openings (e.g. not always starting with the subject)	* Writing can be read without mediation * Uses and continues a repeating pattern *e.g. from a traditional tale* * Uses simple text features correctly, *e.g. greeting in a letter, numbers in a list* * Begins to maintain consistency in tense *(e.g. past tense for narrative, recounts; present tense for non-chronological reports*) and person	* Begins to use alternative word choices *(e.g. 'huge' or 'enormous' instead of 'big')*	* Adds –s or –es to nouns *(plurals)* or verbs *(3rd person)* as appropriate * Uses suffixes –ing or –ed to change the tense of verbs * Almost all Y1 common exception words are spelled correctly	* Writes with spaces between words accurately * Forms lower-case letters of the correct size relative to one another in some writing * Begins to join letters in the cursive style
Y2 Emerging (Step 19)	* Writes simple sentences with complete grammatical accuracy * Says, writes and punctuates simple and compound sentences using co-ordination (i.e. *and, but, or).* * Full stops and capital letters are used correctly most of the time *(to demarcate sentences)* * Question marks and exclamation marks are used correctly (some of the time) * Capital letters are used for the names of people, places, days/months and the personal pronoun 'I'	* Writes simple narratives based on models provided * Establishes basic purpose of a text *(e.g. main features of story, report)* and uses some features of the given form * Begins to make simple additions, revisions and proof-reading corrections to their own writing independently	* Selects appropriate words and phrases to describe details of first hand experiences and can justify their choices	* Segments words into phonemes and represents these with graphemes, spelling some correctly * Spells some Y2 common exception words correctly * Uses the suffix *-ly* to turn adjectives into adverbs e.g. *slowly, carefully*	* Uses capital and lower case letters appropriately within words * Writes capital letters (and digits) of the correct size, orientation and relationship to one another and to lower case letters
Y2 Expected (Step 20)	* Expands sentences using co-ordination (using *or, and, but*) and some subordination for reason (using *if, because, so*) * Uses sentences with different forms e.g. statement, question, exclamation, command * Question marks and exclamation marks are used correctly * Uses apostrophes for contracted forms e.g. *don't* * Uses the present and past tenses mostly correctly and consistently	* After discussion with the teacher, can write a simple, coherent narratives **based on own and others' experiences** with a basic beginning, middle and end * Write about real events, recording these simply and clearly * Uses simple time openers (relevant to text type) to structure texts *e.g. long ago, one day, first, then, next*	* Uses expanded noun phrases to describe and specify (e.g. the blue butterfly) * Uses phrases drawn from story language to add interest e.g. she could not believe her eyes * Makes adventurous word choices to describe closely observed experiences	* Segments words into phonemes and represents these with graphemes, spelling many correctly * Spells a few common homophones * Spells many Y2 common exception words correctly * Uses suffixes *-er* and *-est* to create adjectives e.g. *faster, smallest*	* Sometimes joins handwriting using the cursive style using diagonal and horizontal strokes * Uses spacing between words that reflects the size of the letters
Y2 Greater Depth (Step 21)	* Uses subordination for time e.g. *when, while, as* * Uses the punctuation taught at key stage 1 mostly correctly, including - Using commas to separate items in a list mostly correctly - Using apostrophes for the possessive (singular) mostly correctly * Uses the progressive form *(past progressive: he was running; present progressive: she is running)* **(KS2 KPI)**	* Writes effectively and coherently for different purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade* * Independently makes simple additions, revisions and proof-reading corrections to their own writing	* Uses appropriate adjectives and adverbs to give essential information e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour'. * Draws on reading to inform vocabulary and grammar choices	* Adds suffixes *-ness* and *-er to* create nouns (e.g. *sadness, teacher)* * Adds suffixes *-ful* or *-less* to create adjectives *e.g. careful, careless* * Almost all Y2 common exception words are spelled correctly * Spells most words with contracted forms	* Joins handwriting more consistently For Y2 'greater depth', most words with the taught suffixes should be spelled correctly.
Y3 Emerging (Step 22)	* Most sentences *(simple, compound and complex)* are grammatically correct * Uses the determiner *a* or *an* according to whether the next word begins with a consonant or a vowel * Begins to use inverted commas to punctuate direct speech * Uses either 1st or 3rd person consistently and appropriately	* Begins to show an awareness of paragraphs. * There are some links between ideas but these may not be clear * In narrative, the main features of story structure are used to organise events – beginning, middle and end *Note:* *Stories may not be balanced (e.g. long openings) or events not developed or endings may not bring story to a conclusion.*	* Sustains form in narrative, including the use of person and time * Viewpoint is indicated by simple comments e.g. *Mr. Gumpy was not very nice... apples are good to eat...* * Vary the use of verbs *(e.g. synonyms for said)* and adjectives for impact * Selects nouns to be specific, *e.g. poodle* rather than *dog*	* Forms nouns by compounding *(e.g. whiteboard, superman)* * Spells with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns * Plurals are spelled correctly *(including words ending with –y or –f and irregular plurals)*	* Write with increasing consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
Y3 Expected (Step 23)	* Expresses time, place and cause using: - **conjunctions** *e.g. while, so, because* - **adverbs** *e.g. soon, therefore* - **preposition phrases** *e.g. up the hill, across the playground* * Varied sentence structure used *e.g. to clarify meaning; show point of view; reflect text-form* * Begins to use future tense as appropriate *e.g. in diaries*	* Begins to group related material into paragraphs * In non-narrative, simple organisational devices are used to aid presentation (e.g. headings, sub-headings) * In narratives **based on own experience**, pupils use beginning, middle and end in which events are sequenced logically and the main conflict is resolved. * Ensures relevant details are included	* Writes sections of narrative showing a contrast in viewpoint *e.g. a dual narrative written from two characters' points of view* * Selects and uses formal or informal styles as appropriate * Vocabulary is appropriate to the purpose and audience * Adverbs are used effectively *e.g. to add detail to actions, for precision*	* Taught prefixes are spelled correctly when used * Taught suffixes are spelled correctly when used * Common homophones are spelled correctly	* Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
Y3 Greater Depth (Step 24)	* Creates sentences with fronted adverbials e.g. *Silently, Sam trudged through the snow.* * Uses commas after fronted adverbials * Inverted commas are used accurately to punctuate direct speech * Uses the present perfect form of verbs instead of the simple past *e.g.* '*He has gone out to play'* contrasted with '*He went out to play'*	* Uses paragraphs more consistently to organise ideas * Stories are balanced and there is an attempt to create pace. * Conjunctions and adverbs to structure/sequence some events. * Includes some dialogue that shows the **relationship** between two characters	* Begins to use figurative language including similes * Uses some detail in the description of setting or characters * Attempts to adopt a viewpoint (*opinion, attitude, position*)	* Spells some Y3 and Y4 words correctly * Begins to use a range of strategies to attempt new and irregular words	* Handwriting is joined and legible * Overall presentation is good

Y4 Emerging (Step 25)	* Attempts to manipulate sentences for effect using a variety of appropriate structures *(e.g. Alan Peat sentences, varying clause position)* * Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones* * Begins to use additional punctuation to demarcate direct speech *e.g. a comma after the reporting clause; end punctuation within inverted commas*	* Uses paragraphs to organise ideas around a theme * Writes narratives with a build-up and complication that leads towards a defined ending using a paragraph for each	* In narrative, a range of devices are used to describe settings *e.g. specific nouns, adjectives, expanded noun phrases and figurative language* * Carefully selected detail is included to support purpose *(e.g. P.C Sentence)* and engage reader's interest (e.g. *Girls with flowing scarves danced…)* * Addresses the reader directly	* Applies common spelling rules *(e.g. doubling consonant before adding –ing)*	* Begins to increase consistency and quality of handwriting *e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*
Y4 Expected (Step 26)	* Dialogue layout and punctuation is accurate e.g. a comma after the reporting clause; end punctuation within inverted commas *(The conductor shouted, "Sit down!")* * Uses Standard English verb inflections for writing e.g. *We were* not *we was.* * Creates and correctly punctuates sentences with fronted adverbials for 'when' e.g. *As the clock struck twelve, the soldiers sprang into action.* * Begins to use commas to mark clauses	* In narratives, creates settings, characters and plot * Appropriate conjunctions and adverbials (cohesive devices) are used to sequence events clearly * In non-narrative, begins to include a wider range of organisational devices such as numbered lists or bullet points	* Appropriate tone and style is mostly consistent * Characters are created with some interaction of description and feeling * Vocabulary chosen to add interest or clarity or to introduce opinion or persuasion * Demonstrates a growing awareness of audience	* Taught prefixes are spelled correctly when used * Taught suffixes are spelled correctly when used * Further homophones and near homophones are spelled correctly *(see Spelling Medium Term Plans for Y4)*	* Continues to increase consistency and quality of handwriting *e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*
Y4 Greater Depth (Step 27)	* Creates and correctly punctuates sentences with fronted adverbials for 'where' *e.g. In the distance, ….* * Uses commas to mark clauses in complex sentences. * Pronouns and nouns are used appropriately within and across sentences to aid cohesion and avoid repetition * Expanded noun phrases are used to add detail e.g. *golden coins glistening brightly* * Uses an increasing range of sentence structures, appropriate to text type	* Narrative events are well paced * Paragraphs used to signal a change of time, scene, action, mood or person, rather than simply reflecting stages in planning * Groups information, often moving from general to more specific detail and examples or elaborations	* Uses a progressively varied and rich vocabulary * Includes character descriptions designed to provoke sympathy or dislike in the reader. * Viewpoint is established and generally maintained * Some use of 'expert comment' may be used to suggest credibility e.g. *rabbits are popular pets because they can live outdoors in all weather*	* Spell words as accurately as possible using phonic knowledge and other knowledge of spelling, such as morphology and etymology * Spells most Y3 and Y4 words correctly	* Writes consistently with neat, legible and joined handwriting * Begins to makes choices about when it is best for letters to be left unjoined *e.g. on a poster, labels etc.*
Y5 Emerging (Step 28)	* Ensure the consistent and correct use of tense throughout a piece of writing * Uses a range of conjunctions and adverbials to - **link** (e.g. *and*, *also*, *first, in conclusion)* - **compare and contrast** (e.g. *but, yet, however, although, unlike, similarly)* - **extend** (e.g. *because, and, so, furthermore, consequently)* ideas, information and events * Uses correct subject and verb agreement for the singular and plural * Begins to indicate degrees of possibility using adverbs *(e.g. perhaps, surely)* or modal verbs *(e.g. might, should, will, must)*	* Links ideas **across** paragraphs using adverbials of: - **time** *(Following on from this strange event…)* - **place** *(Nearby…)* - **number** *(Secondly…)* - **tense choice** *(He had seen her before)* * Development of ideas/material is generally logical, but the overall direction of the writing may not always be clearly signalled.	* Direct attempts to involve the reader *e.g. rhetorical questions* * Well-chosen and effective vocabulary is used to describe: -settings -characters -atmosphere * Maintains an appropriate balance between dialogue and narrative * Makes use of structures that do not reflect spoken language *(e.g. 'Brazenly, without a care in the world…')*	* Accurately spells words that are often misspelt *(see spelling lists for Y3-4)* * Applies further spelling rules *e.g. 'i' before 'e' except after 'c'* * *Begins to use a dictionary to check the spelling of uncommon or more ambitious vocabulary*	* Writes with increasing fluency and speed by: - Choosing which shape of a letter to use when given choices - Deciding whether or not to join specific letters, *e.g. using unjoined script for captions, diagram labels, headings in non-fiction, slogans in posters, in algebra* - Choosing the writing implement that is best suited for a task
Y5 Expected (Step 29)	* Creates and punctuates complex sentences using -ed, -ing and simile starters * Creates complex sentences using: - relative clauses beginning with who, which, where, when, whose, that - an omitted relative pronoun * Using expanded noun phrases to convey complicated information concisely, with: -modifiers before and after the noun *(e.g. a shy boy with pale, delicate features*) -considered use of adverbials * Uses commas accurately clarify meaning or avoid ambiguity	* Uses devices to build cohesion **within** a paragraph e.g. - **adverbials**: shortly afterwards, - **pronouns**: 'Friday had arrived at last. It had been a long time coming.' * Varies pace through: - the use of different sentence lengths - moving between dialogue and reported speech - verb strings (he dashed to the waiting limo, wrenched the door open and leapt into the driver's seat) * Ideas are sustained and developed within and between paragraphs or sections	* Some experimentation with different techniques to create effects*, e.g. breaking conventions e.g. one word sentences; starting with 'And'* * In narrative, develops some aspects of characterisation through what characters say, do, think and feel ('show not tell') * In narrative, engages reader with a problem and sustains interest to a suitable climax	* Less common suffixes are spelled correctly when used * Uses a hyphen after a prefix where appropriate * Further homophones and near homophones are spelled correctly *(see Spelling Medium Term Plans for Y5)* * Spells words that they have not yet been taught by using what they have learnt about how spelling works in English	* Makes appropriate choices in presenting information and ideas on paper and when using ICT * Uses presentational features *(e.g. bullet lists, headings/subheadings, diagrams, graphs, captions)* to organise information and to aid understanding
Y5 Greater Depth (Step 30)	* Moves between past, present and future tenses with some confidence * Uses a wide range of clause structures, sometimes varying their position within the sentence * Uses all previously taught punctuation correctly *(e.g. speech punctuation, apostrophes, commas)* * Uses brackets, dashes or commas for parenthesis * Uses conditional structures *(e.g. if…then, might, could, would)* and modal verbs to suggest degrees of possibility * Uses colons to introduce lists and semi-colons to separate items consisting of more than one word	* Controls the length, pacing and detail in their writing * Constructs appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative *(e.g. opening with dialogue or action; closing with a reflective comment or a moral)* * Uses the features of the chosen form independently and confidently in a range of conventional text types * Sustains and develops ideas in interesting ways	* Integrates dialogue to convey character and advance the action * Uses contracted forms in dialogue when appropriate * Makes consistent use of style and tone, appropriate to form, subject or audience * Develops mood and atmosphere e.g. using a range of vocabulary, figurative language, sentence structure	* Uses knowledge of morphology and etymology in spelling * Spells words with letters whose presence cannot be predicted from the pronunciation of the word *(e.g. sign, solemn)* * Spells some Y5 and Y6 words correctly	* Begins to develop a consistent and personal legible style * Writes with increasing fluency and speed
Y6 Emerging (Step 31)	* Uses sentence length, sentence complexity and punctuation for effect * Uses hyphens to avoid ambiguity *(e.g. man-eating shark rather than man eating shark)* * Uses passive constructions where appropriate *e.g. in science reports, to create suspense* * Begins to use semi-colons, colons and dashes to mark the boundary between independent clauses * Begins to use the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation	* Secure use of cohesive devices within paragraphs *(e.g. pronouns, conjunctions, adverbials, prepositions)* * Begins to use a wide range of devices to build cohesion **across** paragraphs: - signposting *(e.g. topic sentence)* - signalling forwards or backwards *(e.g. questions/statements to bridge);* - confident use of a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast - ellipsis - repetition of a word or phrase	* Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader *(e.g. direct address in persuasive writing, rhetorical questions)* * Selects vocabulary and grammatical structures that reflect the level of formality required (mostly correctly) * Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision * Effectively uses 'show not tell' for settings and characters	* Spells words with unstressed vowels correctly, *e.g. vegetable* * Uses a dictionary to check the spelling of more ambitious vocabulary	* Maintains legibility in joined handwriting when writing at speed * Uses different styles of handwriting for different purposes

Y6 Expected (Step 32)	* Uses semi-colons, colons and dashes to mark the boundary between independent clauses mostly correctly * Uses the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation mostly correctly * Uses informal or formal structures as appropriate *(e.g. question tags in dialogue: He's your friend, isn't he?)* * Punctuates bullet points consistently * Uses correct subject and verb agreement for the subjunctive mood	* Experiments with non-linear forms in narrative (flashbacks; concurrent events) * Uses paragraphs purposefully to clearly structure main ideas across the text * Clearly establishes features of the selected form, using further organisational and layout devices to structure text and guide the reader e.*g. statements, headings, sub-headings columns, bullet points, tables, charts* * Combines features of different text types *e.g. a persuasive speech*	* Interweaves dialogue, action and description effectively *e.g. Tom stomped into the room, flung down his grubby school* bag *and announced through gritted teeth, "It's not fair!"* * Develops points of view *(e.g. in discursive texts)* * Selects vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact * Uses the subjunctive mood in very formal writing *(e.g. If I were, Were they to come)*	* Less common homophones and near homophones are spelled correctly *(see Spelling Medium Term Plans)* * Spells most words correctly (Y5/6)	* Maintains legibility in joined handwriting when writing at speed * Uses an appropriate style of handwriting for the purpose
Y6 Greater Depth (Step 33)	* Uses the full range of punctuation (e.g. semi-colons, dashes, colons and hyphens) correctly * When necessary, uses punctuation precisely to enhance meaning and avoid ambiguity * Conventions are broken in order to achieve specific effects, *e.g. 'but' repeated to interrupt, one word sentence* * Manipulates tense for effect and sustains control throughout *e.g. in a diary or script for a "live" news broadcast written in various tenses*	* Writes 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)* * Uses paragraphs creatively, experimenting with order and length *e.g. effective use of one-word paragraphs* * Uses a range of features that signpost direction of the text for the reader, *e.g. topic sentences to introduce paragraphs; thematic links between paragraphs and across whole texts*	* Distinguishes between the language of speech and writing and chooses the appropriate register *(e.g. moves between standard and non-standard forms of English in dialogue)* * 'Narrative voice' used *e.g. in asides to the reader* * Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and *vocabulary to achieve this (e.g. selects verb forms for meaning and effect)*	* Applies all previously taught spelling rules * Writes increasingly confidently, accurately and fluently, spelling with automaticity. * Spelling is mostly accurate, including difficult and unfamiliar words	* Maintains legibility in joined handwriting when writing at speed * Uses an appropriate style of handwriting for the purpose
Y7 Emerging (Step 34)	* Modifiers are used to qualify, intensify, emphasise or generalise *e.g. unintentional consequences, unanimously agreed* * Punctuation choices are careful and apt *e.g. avoids over-use of more sophisticated punctuation* * Uses quotation marks for irony	* Where appropriate, indicates the structure of the whole text in the opening paragraph * Accurately and effectively uses a range of devices to build cohesion	* Varies vocabulary with confidence in order to create effects * Uses apt figurative language to create extended imagery * Creates vivid pictures in the reader's mind through inference and suggestion as well as the literal *e.g. 'Show not tell'* * Takes account of multi-faceted viewpoints when writing on complex topics *(e.g. offers a considered opinion on topics that do not have a simple solution)*	* Spelling is very accurate, including exceptions to spelling rules previously taught	* Writes fluently, legibly and quickly * Uses an appropriate style of handwriting for the purpose