

Writing assessment guidelines: Year 1

Name:

	1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text Organisation	5. Vocabulary	6. Produce texts which are appropriate to task.	7. Use correct spelling	8. Handwriting and presentation
Year 1	<ul style="list-style-type: none"> - Discuss what you have written with a teacher or other pupils. - Read aloud your writing clearly enough to be heard by others. 	<ul style="list-style-type: none"> - Say out loud what you are going to write about. - Compose a sentence orally before writing it. - Re-read what you have written to check for sense. - Join words and clauses using 'and'. 	<ul style="list-style-type: none"> - Begin to punctuate with full stops and capital letters. - Begin to use question marks and exclamation marks. - Use a capital letter for 'I'. - Learn to use capital letters for names of people, places and days of the week. 	<ul style="list-style-type: none"> - Sequence sentences to form short narratives. - Use appropriate openers. - Order different texts appropriately. 	<ul style="list-style-type: none"> - Include appropriate word choice. - Use adjectives e.g. huge. 	<ul style="list-style-type: none"> - Write appropriately for different purposes. 	<p>(Whole spelling list on separate document)</p> <ul style="list-style-type: none"> - Spell words containing the 40+ phonemes. - Spell common exception words. - Spell the days of the week. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same word. - Add prefixes and suffixes, e.g. -s, -es, un-, -ing, -ed, -er and est. - Apply simple spelling rules (see separate document). - Write from memory simple sentences dictated by the teacher. 	<ul style="list-style-type: none"> - Hold a pencil comfortably and correctly. - Begin to form lower case letters in the correct direction, starting and finishing in the right place. - Understand which letters belong to which handwriting "family" (curly caterpillar, one armed robot etc) Form capital letters correctly. - Leave spaces between words.

Writing assessment guidelines: Year 2

Name: _____

	1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text Organisation	5. Vocabulary	6. Produce texts which are appropriate to task.	7. Use correct spelling	8. Handwriting and presentation
Year 2	<ul style="list-style-type: none"> - Plan or say out loud what they are going to write about. - Write down ideas and/or key words, including new vocabulary. - Decide what you want to write, a sentence at a time. - Read aloud your writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> - Compose sentences with different forms: statement, question, exclamation and command. - Use some variation in sentence openings, e.g. not always starting with name or pronoun. - Use the present and past tenses correctly and consistently, including the progressive verb, e.g. she is drumming, he was shouting. - Use subordination using when, if, that, because. - Use co-ordination using or, and, but. - Re-read to check for sense (grammar) and that verbs to indicate time (tenses) are used correctly and consistently. 	<ul style="list-style-type: none"> - Use full stops and capital letters correctly, most of the time. - Know to use capital letters for names of people, places and days of the week. - Use question marks and exclamation marks correctly, most of the time. - Use commas for lists. - Learn and use apostrophes for contracted forms, e.g. can't and the possessive, e.g. Emma's book. - Proof read to check for errors in punctuation. 	<ul style="list-style-type: none"> - Sequence sentences to form short narratives. - Openings and/or closings sometimes signalled. - Some basic sequencing of ideas e.g. time related words or phrases, line breaks, headings, numbers. 	<ul style="list-style-type: none"> - Use adjectives and adverbs to create interest. - Expand noun phrases to describe and specify, e.g. The beautiful, blue butterfly..., The man in the moon...! - Use adventurous new vocabulary related to topic. 	<ul style="list-style-type: none"> - Write appropriately for the text type. - Use appropriate features and layout, e.g. poetry. 	<p>(Whole spelling list on separate document).</p> <ul style="list-style-type: none"> - Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. - Learn new ways of spelling phonemes for which one or more spellings are already known, e.g. ai/ay (known), a-e, eigh (to learn). - Learn some words with each spelling including a few common homophones, e.g. maid/made, weigh/way. - Learn to spell common exception words. - Learn to spell words with contracted forms, e.g. can't - Proof read to check for errors in spelling. - Add suffixes to spell longer words, including: -er, -est, -ment, -ness, -ful, -less, -ly. 	<ul style="list-style-type: none"> -- Form lower-case letters of the correct size relative to one another. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. - Write capital letters of the correct size, orientation and relationship to one another and to lower case letters. - Use spacing between words.

Writing assessment guidelines: Year 3

Name: _____

	1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text organisation	5. Vocabulary	6. Produce texts which are appropriate to task	7. Use correct spelling	8. Handwriting and presentation
Year 3	<ul style="list-style-type: none"> - Read aloud their own writing to a group or the whole class, using appropriate intonation - Discuss writing similar to that which they are planning to write. - Discuss and record ideas. 	<ul style="list-style-type: none"> - Compose and rehearse sentences orally (including dialogue) - Extend a range of sentences using conjunctions including because, before, after, while, so and when. - Use prepositions (e.g. before, after, during, in.) and adverbs (e.g. then, next and therefore) to express time and cause - Use the present perfect form of verbs in contrast to the past tense. E.g. <i>'He has gone out to play'</i> instead of <i>'He went out to play'</i>. - Use 'a' or 'an' depending on whether the next word begins with a consonant or a vowel. - Begin to use fronted adverbials. 	<ul style="list-style-type: none"> - Use capital letters, full stops, exclamation marks and question marks accurately. - Proof read work for punctuation errors. - Use apostrophes to mark singular possession. - Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> - Begin to use paragraphs as a way to group related material. - Use simple organisational devices (for example, headings and sub headings). - In narratives begin to create setting, character and plot. 	<ul style="list-style-type: none"> - Choose nouns appropriately for clarity - Some words selected for effect. 	<ul style="list-style-type: none"> - Purpose established at a general level - Main features of selected form are sometimes signalled to the reader 	<p>(Whole spelling list on separate document)</p> <ul style="list-style-type: none"> - Use prefixes which have negative meaning (un-, dis-, mis-) - Use other prefixes (super-, anti-, auto-) - Use the -ly suffix and exceptions to this rule (page 51 of appendix) - Use word endings (-sion, -tion, -cian) - Spell words that are often mis-spelt (p52 of appendix) - Spell further homophones (p53 of appendix) 	<ul style="list-style-type: none"> - Use diagonal and horizontal strokes that are needed to join letters. - Increase the legibility, consistency and quality of their handwriting.

Writing assessment guidelines: Year 4

Name:

	1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text organisation	5. Vocabulary	6. Produce texts which are appropriate to task	7. Use correct spelling	8. Handwriting and presentation
Year 4	<ul style="list-style-type: none"> - Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> - Extend a range of sentences using conjunctions including if and although. - Use standard English forms for verb inflections e.g. 'we were' instead of 'we was'. - Use fronted adverbial phrases. 	<ul style="list-style-type: none"> - Use commas after fronted adverbials. - Use inverted commas and other speech punctuation to punctuate direct speech. - Use apostrophes to mark plural possession. 	<ul style="list-style-type: none"> - Use paragraphs to organise ideas around a theme. - In narratives create setting, character and plot. - Choose nouns or pronouns for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> - Use noun phrases expanded by adjectives, nouns and prepositional phrases. - Evidence of deliberate vocabulary choices. - Expansion of general vocabulary to match topic. 	<ul style="list-style-type: none"> - Main features of selected form are clear and appropriate - Make decisions about the form their writing should take based on the purpose. - Show an awareness of your audience 	<ul style="list-style-type: none"> - To know the difference between plural and possessive '-s'. - Use the first two or three letters of a word to check its spelling in a dictionary. - Use prefixes which have negative meanings (in- and related prefixes for irregular root words page 50 of appendix) - Use other prefixes (re-, sub-, inter-) - Add the suffix -ation to verbs to form nouns - Use the suffix -ous - Spell words that are often mis-spelt (p52 of appendix) - Spell further homophones (p53 of appendix) 	<ul style="list-style-type: none"> - Write legibly and fluently

Writing assessment guidelines: Year 5

Name: _____

	1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text organisation	5. Vocabulary	6. Produce texts which are appropriate to task	7. Use correct spelling	8. Handwriting and presentation
Year 5	<ul style="list-style-type: none"> - Perform their own compositions, using appropriate intonation, volume and movement 	<ul style="list-style-type: none"> - Use relative clauses beginning with 'who, which, where, when, whose and that' or an omitted relative pronoun. - Use adverbs (e.g. perhaps or surely) or modal verbs (e.g. might, should, will and must) to show degrees of possibility - Ensure consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> - Use brackets, dashes or commas to indicate parenthesis (a word or phrase inserted as extra information or an afterthought) - Use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> - In narratives, develop setting, character, plot and atmosphere. - Use a range of devices to build cohesion within paragraphs e.g. then, after, firstly. - Link ideas across paragraphs using adverbials of time, place and number. 	<ul style="list-style-type: none"> - Select appropriate vocabulary for the purpose. - Choose vocabulary that enhances the meaning. - Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - Main purpose of writing is clear and consistently maintained - Appropriate style clearly established to maintain reader's interest throughout 	<ul style="list-style-type: none"> - To use a thesaurus. - To use the first three or four letters of a word to check spelling, meaning or both. - Use further prefixes and suffixes e.g. -fer. - Spell some words with silent letters. - Distinguish between homophones. 	<ul style="list-style-type: none"> - Write legibly and fluently with increasing speed.

Writing assessment guidelines: Year 6

Name: _____

	1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text organisation	5. Vocabulary	6. Produce texts which are appropriate to task	7. Use correct spelling	8. Handwriting and presentation
Year 6	<ul style="list-style-type: none"> - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear 	<ul style="list-style-type: none"> - Use the passive to affect the presentation or information in a sentence e.g. '<i>I broke the window in the greenhouse versus the window in the greenhouse was broken by me</i>' - Use the structures typical of formal and informal speech. - Use correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> - Use semi-colon, colon and dash to mark the boundary between independent clauses - Use a colon to introduce a list - Use semi colons within lists - Use bullet points to list information - Use hyphens to avoid ambiguity (<i>man-eating shark</i> instead of <i>man eating shark</i>) 	<ul style="list-style-type: none"> - Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. - Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase and grammatical connections. - Integrate dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> - Use appropriate ambitious vocabulary across a range of text types. - Use age appropriate academic vocabulary. - Select vocabulary that enhances and clarifies the meaning. 	<ul style="list-style-type: none"> - Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. - Use the conventions of a variety of forms, adapting them to suit the purpose - Use an appropriate level of formality to suit the task 	<ul style="list-style-type: none"> - Distinguish between homophones and other words which often confuse. - Use knowledge of morphology and etymology in spelling (see English appendix 1). - Use further prefixes and suffixes and understand the guidance for adding them. 	<ul style="list-style-type: none"> - Be clear about what standard of writing is appropriate for a task.