



PRIMARY WRITING ASSESSMENT PROGRESSION - ALL YEAR GROUPS

Introduction

This document has been produced by Claire Ridsdale, English Adviser for Integra, South Gloucestershire LA, in conjunction with primary subject leaders from the Cabot Learning Federation schools. Its aim is to provide support for writing assessment in line with national changes for 2018.

The skills progression column contains a series of statements for each year group, broadly ordered into a progression. It is vital that teachers take ownership of this and teach skills according to the needs of their class, rather than purely following the order presented here. The **non-negotiable** box at the top of each sheet highlights the skills that children should have on entry to the year group. If these are not secure, they should be the immediate focus.

In Year 2 and Year 6, the Interim Assessment Frameworks (IAFs) assess the **key skills** children need to have secured to be working at the expected standard. These frameworks do not assess every element of the curriculum, **although it is expected that children are taught the wider curriculum and can demonstrate a broader range of skills than those assessed**. To reflect this approach in other year groups, the statements in bold show the **key skills** that children need to show to be assessed as working at the expected standard. As with years 2 and 6, **it is expected that the full curriculum is taught**. In all year groups, if teaching is reduced to the essential criteria, it will be significantly more difficult to meet the following year's expectations.

For Year 2 and Year 6, the IAF criteria have been indicated in dark green. Some key skills are not directly stated in the IAFs but are a significant contributing factor in them being achieved. These criteria are highlighted in yellow, with a comment inserted to show which IAF criteria they relate to.

Greater Depth

Statements have been written for Year 1, Year 3, Year 4 and Year 5 to indicate what a child working at greater depth may be able to do. (The IAF indicates this for Year 2 and Year 6). Occasionally, this involves teaching objectives from the year group above although in the main, greater depth is about breadth and application of skills, rather than simply teaching from the year group above.

In all year groups, children working at greater depth should be able to:

Write effectively for a range of purposes and audiences.

Manipulate the language and grammar taught within the year group in a range of independent writing, drawing on their own reading..

Consistently use editing and revising strategies to improve the quality and accuracy of their writing.

Consistently use vocabulary from across the curriculum in their writing.

Consistently apply spelling expectations for the year group across their writing.

Making Judgements

In order to be judged as working at the standard, a pupil's writing should **convincingly** meet **all** the bold statements within that standard (or IAF statements for Year 2 and Year 6). The evidence base to support judgements should be strong, with independent writing for a range of purposes and audiences. (Independence as defined in STA's 2018 moderation guidance).

As with the IAF, 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 but it is vital that the pupil is still **convincingly** meeting the standard.

NON- NEGOTIABLES

On entry to Year 1 children should be able to:

- Use finger spaces
- Use story language in re-telling
- Form lower and upper case letters correctly
- Show some awareness in their writing of full stops and capital letters

- Confidently spell using phase 4 graphemes and phonemes
- Write captions, labels and simple sentences
- Read their own writing aloud

Skills Progression

Example

EXS

GDS

Composition

1	Orally rehearse sentences before writing		✓	
2	Demarcate most sentences using a full stop		✓	
3	Demarcate most sentences using a capital letter		✓	
4	Join words using 'and'	I bought sweets and cakes and toys.	✓	
5	Use 'and' to join simple sentences	I went to the park and I played on the slide.	✓	
6	Use a capital letter for proper nouns		✓	
7	Write sequences of linked sentences		✓	
8	Generally use the present and past tense accurately		✓	
9	Begin to demarcate sentences using question marks		✓	
10	Sequence sentences to form short texts	short stories from retelling, simple non-fiction texts	✓	
11	Begin to use some features of standard English	sentences make sense, no omissions	✓	
12	Begin to demarcate sentences using exclamation marks		✓	
13	Spell compound words correctly most of the time		✓	
14	Spell most of the Y1 common exception words	see National Curriculum	✓	
15	Spell words with the range of Y1 phonemes mostly correctly	see National Curriculum	✓	
16	Add -er, -ed, -ing, -est to words where no change to the root word is needed	jumped, jumping, jumper / quicker, quickest	✓	
17	Add -es and -s to words to make plurals where no change to the root word is needed	cars, bikes, toys, churches, foxes, bushes	✓	
18	Spell the days of the week		✓	
19	Use the prefix un-	unkind, undo, untie	✓	
20	Form lower case letters of the correct size relative to one another		✓	
21	Use some diagonal and horizontal strokes needed to join letters		✓	
22	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		✓	
GD 1	Use simple noun phrases	A huge, scary monster. A brilliant day out.		✓
GD 2	Use <i>because</i> and <i>but</i> to join clauses			✓
GD 3	Write effectively for a range of purposes and audiences			✓
GD 4	Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading			✓
GD 5	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓
GD 6	Consistently use vocabulary from across the curriculum in their writing			✓
GD 7	Consistently apply Y1 spelling expectations across their writing			✓

Plan by talking about ideas
Create simple story maps
Use simple narrative language features e.g. <ul style="list-style-type: none"> - story language e.g. once upon a time/one day/happily ever after - power of three e.g. he walked and he walked and he walked - figurative language e.g. alliteration
Write stories with characters based on class reading and role play
Write stories based on familiar settings e.g. from real life and traditional stories
Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs, some use of specific vocabulary
Use simple organisational features in fiction e.g. beginning, middle and end
Use simple organisational features in non-fiction e.g. captions; instructions in the right order
Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories
Develop stamina by providing opportunities for children to write more extended pieces of writing
Re-read their writing to check it makes sense and make simple changes as necessary e.g. spotting omissions
Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations

NON- NEGOTIABLES

On entry to Year 2 children should be able to:

- Spell the Year 1 common exception words
- Accurately read and write using the Year 1 phonemes
- Add –er, -est, -ing, -ed where there’s no change in the spelling of the root word
- Form lower case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family
- Proof read and edit their writing using word banks, displays, guided work and response to marking

	Skills Progression	Example	IF: EXS	IF: GDS	Composition
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	stories, diaries, letters, instructions, reports, recounts, persuasive posters and letters, poetry	✓		Record ideas e.g. through story maps, flow charts
2	Use full stops and capital letters consistently		✓		Orally rehearse sentences before writing
3	Use sentences with different forms: statements		✓		Create simple plots in narratives with an opening, build up, dilemma, resolution/ending based on class reading and stories with repetitive structures e.g. Emily Brown & the Thing, fairy tales, The Tin Forest
4	Use noun phrases to describe and specify	A huge, scary monster. A brilliant day out.	✓		Create simple characters in narratives e.g. heroes and villains, 2-3 main characters, describe appearance, feelings
5	Use co-ordination (and/but/or/yet/so)	It was cold but we still had to go outside.It was cold but we still had to go outside.	✓		Create simple settings in narratives e.g. the woods, under the sea, space
6	Use sentences with different forms: questions		✓		Use the main language features of narrative e.g.
7	Use question marks accurately		✓		- story language
8	Use a variety of simple pronouns (within IF criteria bullet point 1)	her, she, the girl, Lucy	✓		- powerful verbs
9	Use the progressive form of verbs	I was running . They are cooking dinner. We were playing in the garden. It was raining all day.	✓		- tense
10	Use sentences with all different forms: commands	Come to the party. Bring all your friends.	✓		- third person
11	Use subordination (when/if/that/because) to add extra information	Emily Brown was fed up because she couldn't get to sleep.	✓		- power of 3
12	Use the present and past tenses correctly and consistently		✓		e.g. He wore old shoes, a dark cloak and had a scruffy beard.
13	Use a variety of simple, compound and complex sentences (within IF criteria bullet point 5)	Using co-ordinating and subordinating conjunctions	✓		Use recurring language e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide
14	Maintain stamina in longer pieces of writing (within IF criteria bullet point 1)		✓		(Continued onto 2nd page)
15	Use some features of standard written English (within IF criteria bullet points 1 and 4)	e.g. story language, persuasive phrases such as Would you like to...? Have you ever wondered why..?	✓		
16	Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Accurate verb/tense and subject/verb agreement. Effective vocabulary choices	✓		
17	Spell many / most of the Y2 common exception words and homophones	See NC list	✓		
18	Spell many / most words with the range of Y2 phonemes mostly correctly		✓		
19	Add -er, -ed, -ing, -est to words where a change to the root word is needed	Bigger, biggest / happier, happiest / sadder, saddest	✓		
20	Add -ies to words to make plurals where a change to the root word is needed	Flies, babies, replies, carries	✓		
21	Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing		✓		
22	Read their writing aloud with intonation to make the meaning clear		✓		
23	Use a dictionary	Find words by initial letter	✓		
24	Use sentences with different forms: exclamations	What an amazing day we had!	✓		

NON- NEGOTIABLES

On entry to Year 2 children should be able to:

- Spell the Year 1 common exception words
- Accurately read and write using the Year 1 phonemes
- Add –er, -est, -ing, -ed where there’s no change in the spelling of the root word
- Form lower case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family
- Proof read and edit their writing using word banks, displays, guided work and response to marking

Skills Progression		Example	IF: EXS	IF: GDS	Composition
GD 1	Use commas in lists	The dragon was big, scary and dangerous.		✓	Use the main language features of non-fiction e.g. - imperative verbs for instructions - adverbs such as firstly, next, then - third person for reports Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections
GD 2	Use exclamation marks as an indication to the reader	The dragon was huge! It was great fun!		✓	
GD 3	Use apostrophes for contractions	don't, can't, won't, didn't		✓	
GD 4	Use apostrophes for singular possession	Katy's bike. The teacher's desk.		✓	
GD 5	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations			✓	
GD 6	Spell most of the Y2 common exception words and homophones	see National Curriculum		✓	
GD 7	Spell most words with the range of Y2 phonemes mostly correctly	see National Curriculum		✓	
GD 8	Use joined handwriting most of the time			✓	
GD 9	Spell words with the suffixes -ment, -ness, -less, -ful, -ly	Excitement, sadness, hopeless, suddenly, joyful, cheerful		✓	
GD 10	Write effectively for a range of purposes and audiences			✓	
GD 11	Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading			✓	
GD 12	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 13	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 14	Consistently apply Y2 spelling expectations across their writing			✓	

NON- NEGOTIABLES

On entry to Year 3 children should be able to:

Spell the Year 2 common exception words
 Add –er, -est, -ing, -ed applying Year 2 spelling rules
 Form letters of the correct size and use joining as appropriate
 Proof read and edit their writing
 Use simple and progressive verb forms

Accurately read and write using the Year 2 phonemes
 Write accurately punctuated, coherent sentences
 Use expanded noun phrases
 Use the past and present tense consistently
 Use expected punctuation from Year 2

Skills Progression		Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, instructions, poetry	✓		Compose and rehearse sentences orally, including dialogue before writing Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames Consistently use the language features of narrative e.g. - use of speech - power of three (She leapt over the gate, across the field and into the barn.) Consistently use the language features of non-fiction e.g. - technical language - precise nouns and pronouns (<u>oak tree</u> instead of tree, <u>sparrow</u> instead of bird) Use figurative language e.g. - similes (He was <u>like an angry dragon</u> .) - alliteration (the <u>deadly dragon</u> let out a <u>flurry</u> of <u>ferocious flames</u> .) (Continued onto 2nd page)
2	Use a or an correctly		✓		
3	Use a range of adverbs, conjunctions and prepositions for time	later, next, soon, after, before	✓		
4	Use a range of adverbs, conjunctions and prepositions for place	under, above, along, on, between, across	✓		
5	Use a range of adverbs, conjunctions and prepositions for cause	as, because, so, which	✓		
6	Create plots in narratives with a clear opening, build up, dilemma, resolution, ending		✓		
7	Create settings that are appropriate for the type of story/effect	stories set in space, the jungle, a new world; create mystery, suspense, humour	✓		
8	Describe characters in narratives	e.g. through the use of dialogue	✓		
9	Use the present perfect form of verbs	He had left that morning... She has baked cakes for years... They have moved to France.	✓		
10	Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences	but, so, yet, although, while, as, because	✓		
11	Use paragraphs to group related ideas		✓		
12	Use a range of organisational features in fiction and non-fiction	headings and sub headings, columns, logical sequencing, captions	✓		
13	Use commas in lists, apostrophes for contractions and singular possession		✓		
14	Demarcate direct speech with inverted commas (speech marks)		✓		
15	Consistently use features of standard English and explore when non-standard English could be used	correct verb choices (we were, I did etc.)	✓		
16	Use nouns and pronouns to aid cohesion within sentences	Tom ran...he felt...the lad was exhausted...	✓		
17	Use a dictionary	by 1st and 2nd letter	✓		
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations		✓		
19	Proof-read and edit their writing		✓		
20	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		✓		
21	Spell many words from the Year 3 word list and use these accurately in their writing	see National Curriculum	✓		
22	Meet Y3 expectations from the chosen spelling scheme		✓		

NON- NEGOTIABLES

On entry to Year 3 children should be able to:

Spell the Year 2 common exception words
Add –er, -est, -ing, -ed applying Year 2 spelling rules
Form letters of the correct size and use joining as appropriate
Proof read and edit their writing
Use simple and progressive verb forms

Accurately read and write using the Year 2 phonemes
Write accurately punctuated, coherent sentences
Use expanded noun phrases
Use the past and present tense consistently
Use expected punctuation from Year 2

Skills Progression		Example	EXS	GDS	Composition
23	Use legible, joined writing consistently		✓		
GD 1	Begin to demarcate speech with all necessary punctuation	commas after the reporting clause, ! And ? Where needed		✓	
GD 2	Understand the concept of a main and subordinate clause	main: She decided to rescue the prince... sub: ...although the dragon was dangerous.		✓	
GD 3	Begin to use commas to separate main and subordinate clauses	Although the dragon was dangerous, she decided to rescue the prince.		✓	
GD 4	Secure use of paragraphing			✓	
GD 5	Write effectively for a range of purposes and audiences			✓	
GD 6	Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading			✓	
GD 7	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 8	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 9	Consistently apply Y3 spelling expectations across their writing			✓	

NON- NEGOTIABLES

On entry to Year 4 children should be able to:

Spell the Year 3 words from the word list
 Use all Year 3 punctuation consistently and accurately
 Use a range of adverbs for time, cause and place
 Consistently use a range of co-ordinating and subordinating conjunctions

Meet expectations of the Y3 spelling programme
 Use simple paragraphs
 Use simple, progressive and perfect forms of verbs
 Use direct speech, correctly punctuated

Skills Progression		Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, instructions, poetry	✓		Compose and rehearse more complex sentences orally before writing, including those with dialogue Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames Expand their use of narrative language features e.g. Figurative language (e.g. similes, alliteration, hyperbole) Power of three linked to sentence work (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight) Descriptive language drawing from their own reading Expand their use of non-fiction language features e.g - technical vocabulary linked to the topic - precise nouns and pronouns (<u>oak tree</u> instead of tree, <u>sparrow</u> instead of bird) - interesting and relevant descriptive language (e.g. David Attenborough broadcasts) (Continued onto 2nd page)
2	Use possessive pronouns	hers, theirs, ours, yours, mine	✓		
3	Use noun phrases expanded with modifying adjectives	A terrifying dragon with razor-sharp teeth	✓		
4	Use noun phrases expanded with modifying nouns	Demon dragon, lifeblood, sea serpent, website	✓		
5	Use noun phrases expanded with prepositional phrases	The cottage in the middle of the woods	✓		
6	Use fronted adverbials for time, manner and place	time: Later that morning, they attacked the dragon. manner: With fear in their eyes, they attacked the dragon. place: Under the drawbridge, they attacked the dragon.	✓		
7	Use commas after fronted adverbials		✓		
8	Describe plots in narratives, linking the end to the opening		✓		
9	Develop settings linked to the genre and intended effect	Describe impact of setting on characters	✓		
10	Develop characters in narratives	Show not tell, describing characters through their actions, use of dialogue; dialect	✓		
11	Use paragraphs to organise ideas around a theme across the text		✓		
12	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs		✓		
13	Use inverted commas and other punctuation accurately to mark speech	Use of supporting commas, !, ?	✓		
14	Identify main and subordinate clauses		✓		
15	Write complex sentences with the subordinate clause at the start and at the end of the sentence	Although it was terrifying , we set off on our dangerous quest. We set off on our dangerous quest, although it was terrifying .			
16	Control the use of standard and non-standard English	correct subject/verb agreement (we were, I did) formal language where needed; use of contractions or abbreviations e.g. Back from holiday. Have lots to tell you!	✓		
17	Understand the difference between plural and possessive -s Use apostrophes for plural possession	its (possession) it's (it is) It was the boy's ball. (1 boy) It was the boys' ball. (2 or more boys)	✓		
18	Use a dictionary	by 2nd letter	✓		
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations		✓		
20	Proof-read and edit their writing		✓		
21	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		✓		

NON- NEGOTIABLES

On entry to Year 4 children should be able to:

Spell the Year 3 words from the word list
 Use all Year 3 punctuation consistently and accurately
 Use a range of adverbs for time, cause and place
 Consistently use a range of co-ordinating and subordinating conjunctions

Meet expectations of the Y3 spelling programme
 Use simple paragraphs
 Use simple, progressive and perfect forms of verbs
 Use direct speech, correctly punctuated

Skills Progression		Example	EXS	GDS	Composition
22	Spell many words from the Year 4 word list and use these accurately in their writing	see National Curriculum	✓		
23	Meet Y4 expectations from the chosen spelling scheme		✓		
24	Use legible, joined writing consistently		✓		
GD 1	Secure use of commas to separate main and subordinate clauses			✓	
GD 2	Secure cohesion within paragraphs			✓	
GD 3	Maintain an appropriate level of formality throughout pieces of writing			✓	
GD 4	Confident and effective use of a range of tense and verb forms	simple, perfect, progressive in past and present tense e.g. They were starting (past progressive) to worry (infinitive) but the boys had come (past perfect) too far to turn back now. Failure was (simple past) not an option.		✓	
GD 5	Write effectively for a range of purposes and audiences			✓	
GD 6	Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading			✓	
GD 7	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 8	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 9	Consistently apply Y4 spelling expectations across their writing			✓	

NON- NEGOTIABLES

On entry to Year 5 children should be able to:

Spell the Year 3/4 words from the word list
Identify main and subordinate clauses
Use fronted adverbials, with commas

Meet expectations of the Y4 spelling programme
Use all Year 4 punctuation consistently and accurately, including ALL speech punctuation
Organise paragraphs around a theme

Skills Progression

Example

EXS

GDS

Composition

	Skills Progression	Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry	✓		Compose and rehearse more complex sentences orally before writing, including dialogue
2	Write sentences with the subordinate clause at the start and end of the sentence		✓		Explore and use their own techniques to note ideas, drawing on research where necessary
3	Use commas to separate main and subordinate clauses	As he stared into the darkness, Tom knew his fate was sealed. Tom knew his fate was sealed, as he stared into the darkness.	✓		Control plots (e.g. use of foreshadowing, dialogue to move the action on)
4	Indicate degrees of possibility using modal verbs	could, would, should, may, might, will	✓		Extend and refine their use of narrative language features e.g.
5	Indicate degrees of possibility using adverbs	perhaps, surely, possibly, certainly	✓		- reported speech instead of direct
6	Use embedded clauses	Tom knew, as he stared into the darkness, that his fate was sealed.	✓		- repetition for effect
7	Use brackets and dashes to mark parenthesis	Tom knew (he wasn't sure how but he did) that his fate was sealed. Tom knew - without a shadow of a doubt - that his fate was sealed.	✓		- power of three linked to grammar expectations (The wind whistled through the trees, tickling the autumn leaves, as the night drew in.)
8	Use dashes for after thoughts	Tom knew it was all over this time - without a doubt.	✓		Use a range of figurative language e.g.
9	Use a range of cohesive devices within paragraphs	repetition for effect, tense, pronoun chains, connectives,	✓		- similes (...as angry as an erupting volcano.)
10	Use a range of devices between paragraphs	fronted adverbials, repetition for effect, tense	✓		- metaphor (He was an erupting volcano...)
11	Use relative pronouns	who, which, where, when, that, whose			- personification (Gnarled fingers stretched out from the tree's body..)
12	Use defining and non-defining relative clauses Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas	The wise man who showed Peter the way warned him to be careful. (defining: several wise men, defines which one warned Peter) The wise man, who showed Peter the way, warned him to be careful. (non-defining: only one wise man, who showed Peter the way is extra info.)	✓		- allusion (It was a Pandora's box of horrors...)
13	Use commas to mark non-defining relative clauses		✓		- idioms (Tom had been feeling under the weather for weeks.)
14	Develop settings and atmosphere in detail	e.g. links between the place, weather, time, characters' reactions	✓		Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description
15	Develop characterisation by drawing on their reading	description, actions, thoughts, motives, back story, others' reactions to them	✓		Use a range of verb forms (progressive, perfect, modal)
16	Write with appropriate levels of formality for audience and purpose		✓		
17	Effective use of organisational features in fiction and non-fiction	balancing action, description and dialogue; balancing fact and opinion; bullet points, tables, charts, diagrams	✓		
18	Use a dictionary and thesaurus effectively	by 3rd/4th letter, appropriate word choices	✓		
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations		✓		(Continued onto 2nd page)
20	Proof-read and edit their writing		✓		

NON- NEGOTIABLES

On entry to Year 5 children should be able to:

Spell the Year 3/4 words from the word list
 Identify main and subordinate clauses
 Use fronted adverbials, with commas

Meet expectations of the Y4 spelling programme
 Use all Year 4 punctuation consistently and accurately, including ALL speech punctuation
 Organise paragraphs around a theme

Skills Progression

Example

EXS

GDS

Composition

	Skills Progression	Example	EXS	GDS
21	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		✓	
22	Spell many words from the Year 5 word list and use these accurately in their writing	see National Curriculum	✓	
23	Meet the Y5 expectations from the chosen spelling scheme		✓	
24	Use legible, joined writing consistently		✓	
GD 1	Begin to use semi colons to separate main clauses			✓
GD 2	Show secure use of a range of sentence structures, begin to manipulate clauses for effect			✓
GD 3	Manipulate formality in different types of writing			✓
GD 4	Begin to experiment with using passive voice	e.g. in science writing, newspaper reports		✓
GD 5	Write effectively for a range of purposes and audiences			✓
GD 6	Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading			✓
GD 7	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓
GD 8	Consistently use vocabulary from across the curriculum in their writing			✓
GD 9	Consistently apply Y5 spelling expectations across their writing			✓

Provide a range of opportunities to write for varying levels of formality e.g. a formal persuasive letter to a company; an informal letter/email to a friend; a friendly-formal information text; formal and informal sets of instructions; a formal police/eye-witness report etc.

NON- NEGOTIABLES

On entry to Year 6 children should be able to:

Spell the Year 5 words from the word list
Use relative and embedded clauses
Use commas to punctuate clauses
Use modal verbs and adverbs to express possibility

Meet expectations of the Y5 spelling programme
Use all Year 5 punctuation consistently and accurately
Maintain cohesion within and between paragraphs

Skills Progression		Example	EXS	GDS	Composition
1	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry	✓		<p>Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary</p> <p>Control and maintain plots (e.g. use of foreshadowing, dialogue to move the action on; stories told from more than one viewpoint)</p> <p>Use different ways of opening and closing narratives</p> <p>Develop characters in detail (e.g. relationships between characters; how others react to them; use of grammatical features such as passive voice)</p> <p>Extend and refine their use of narrative language features e.g. reported speech instead of direct; repetition for effect; power of three linked to grammar expectations (The wind whistled through the trees, tickling the autumn leaves, as the night drew in.)</p> <p>Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description</p> <p>Use a range of verb forms for effect (progressive, perfect, modal)</p> <p>(Continued onto 2nd page)</p>
2	Use expanded noun phrases across their writing to convey complicated information precisely	Numerous fish can be found in the world's oceans. The creature had a pointed spike on the end of it's poisonous-looking tail.	✓		
3	Use verb tenses consistently and accurately		✓		
4	Use formal and informal question tags	You don't want the forests to die, do you? You're right - aren't you?	✓		
5	Use passive voice to create empathy or suspense (within IF criteria bullet points 1 and 4)	Katie had been trapped... The bag had been stolen...	✓		
6	Use passive voice to create a formal tone (within IF criteria bullet points 1 and 4)	The operation is conducted by the surgeon...	✓		
7	Use semi colons to mark independent clauses	The creature was most surprising; I had never seen anything like it.	✓		
8	Use dialogue to convey character and advance the action		✓		
9	Develop settings, characters and atmosphere in detail		✓		
10	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within IF criteria bullet points 1, 4 and 5)		✓		
11	Manipulate and control the use of narrative language features (within IF criteria bullet points 1, 2, 3 and 4)	language to control time and pace, repetition for effect, power of three, passive voice, dialect	✓		
12	Use the range of punctuation taught at KS2 mostly correctly		✓		
13	Use a range of figurative language (within IF criteria bullet points 1 and 4)	similes, metaphor, personification, allusion, idioms	✓		
14	Manipulate and control the use of non-fiction language features (within IF criteria bullet points 1 and 4)	technical vocabulary; rhetorical questions; passive voice	✓		
15	Manipulate and control the use of organisational features (within IF criteria bullet points 1, 4 and 5)		✓		
16	Use a range of devices to build cohesion within and between paragraphs	repetition, adverbials, ellipsis, referencing, noun/pronoun chains	✓		
17	Use a dictionary and thesaurus effectively	by 3rd/4th letter, appropriate word choices	✓		
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations		✓		
19	Proof-read and edit their writing		✓		
20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		✓		

NON- NEGOTIABLES

On entry to Year 6 children should be able to:

Spell the Year 5 words from the word list
 Use relative and embedded clauses
 Use commas to punctuate clauses
 Use modal verbs and adverbs to express possibility

Meet expectations of the Y5 spelling programme
 Use all Year 5 punctuation consistently and accurately
 Maintain cohesion within and between paragraphs

Skills Progression

Example

EXS

GDS

Composition

	Skills Progression	Example	EXS	GDS
21	Spell most words from the Year 5/6 word list and use these accurately in their writing	see National Curriculum	✓	
22	Meet the Y6 spelling expectations in the National Curriculum	see National Curriculum	✓	
23	Use legible, joined writing consistently when writing at speed		✓	
24	Use colons to mark independent clauses		✓	
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	e.g. literary language, characterisation, structure		✓
GD 2	Distinguish between the language of speech and writing and choose the appropriate register			✓
GD 3	Demonstrate an assured and conscious control over levels of formality			✓
GD 4	Use the full range of punctuation taught at KS2 correctly			✓
GD 5	Use punctuation to avoid ambiguity or enhance meaning	defining and non-defining relative clauses clearly marked; punctuation for emphasis and effect		✓
GD 6	Write effectively for a range of purposes and audiences			✓
GD 7	Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading			✓
GD 8	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓
GD 9	Consistently use vocabulary from across the curriculum in their writing			✓
GD 10	Consistently apply Y6 spelling expectations across their writing			✓

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Year 2 Interim Framework criteria

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.

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.

Year 6 Interim Framework criteria

Working towards the expected standard

- 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.

Working at the expected standard

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. 1st person in a diary; direct address in instructions & 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. contracted forms in dialogues; 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.

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]