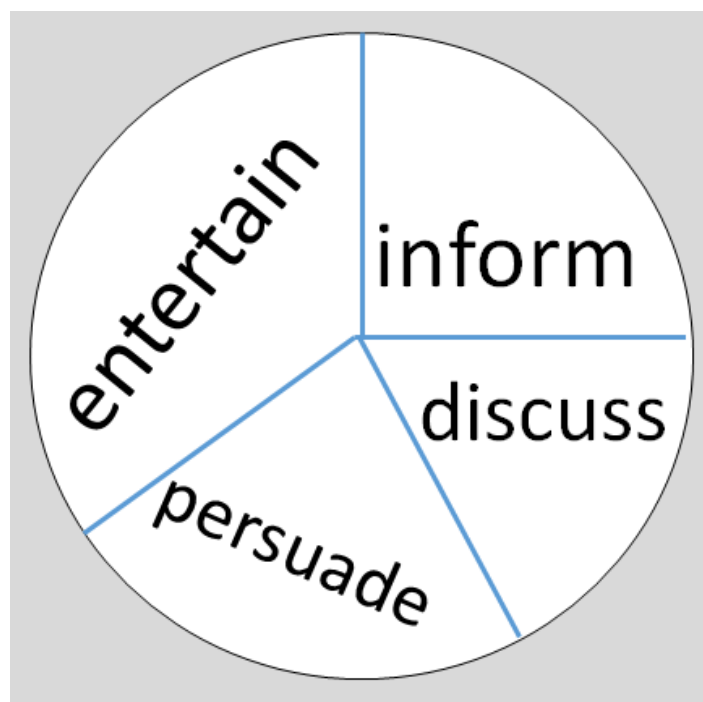




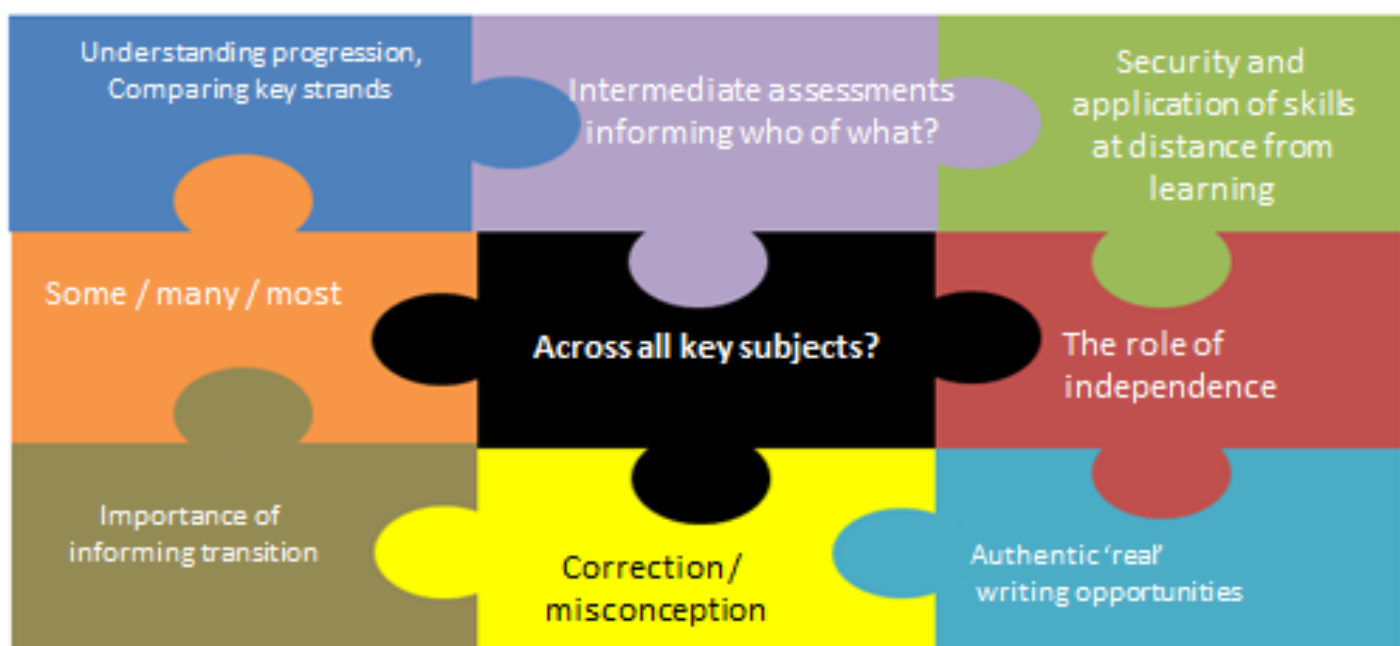
## Bramham Shadwell Federation Writing Assessment Criteria



*This guidance document (agreed by staff members and reviewed accordingly) should be used as a tool alongside **rich and engaging** writing opportunities to write with purpose for an audience across the whole curriculum.*



### A coherent whole Federation approach to Moderation

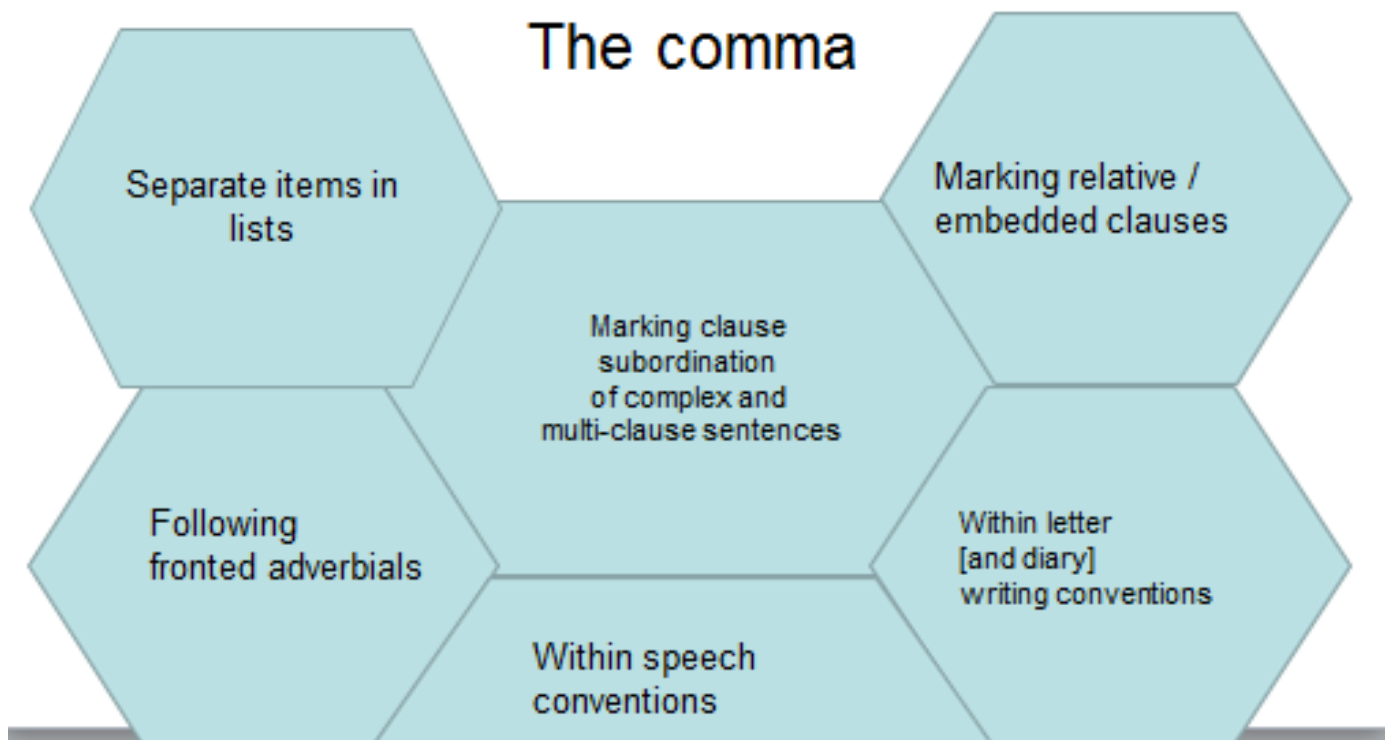


## Notes for Teachers

### Experiment with concepts and skills:

- *The little boy* fumbled frantically for the door because he heard the voices behind him.
- *Frantically*, the little boy fumbled for the door because he heard the voices behind him.
- *Fumbling frantically for the door*, the boy heard the voices behind him.
- *Because he heard the voices behind him*, the little boy fumbled frantically for the door.

Build on previous knowledge and ensure that progression and understanding is clear e.g. The Comma – which skill comes first?



## **Considerations when deciding if pupils have met Age Related Expectations (ARE):**

### ***Considerations for pupils at ARE:***

- *What have they demonstrated?*
- *What needs a recap prior to demonstration?*
- *What hasn't happened yet?*

### ***Considerations for pupils not meeting ARE:***

- *What's the main barrier?*
- *How far back is the 'unsecured' learning?*
- *What additional support/resource is available? Impact?*

## Teacher assessment at the end of Foundation Stage - Writing

### Development Matters – Working 40-60 months

#### The child in writing can:

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

#### The child in moving and handling can:

- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

*Children struggling to form the correct grip (pressure on the pencil to make marks or the correct grip) are placed in an intervention group to support letter formation and fine motor skills.*

### Writing Early Learning Goal – working at EXPECTED

**Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Moving and Handling:** Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing - [using the correct pencil grip](#).

*[Most letters are shaped correctly with the flicks at the correct place. Modelling and corrections of formation has taken place and interventions have been implemented and tasks have been put in place to consolidate this.](#)*

*[N.B. It was agreed that once children have had a long time of 'making it a habit' with incorrect formations, it is difficult to get them out of it.](#)*

### EXCEEDING

## Provisional teacher assessment outcomes at the end of year 1 – Writing

### Working towards the expected standard for Y1

The pupil, after discussion and with support from the teacher, can write simple sentences:

- Using some capital letters [name, I, beginning of writing] and some full stops.
- Spelling many phase 3 and 4 words accurately.
- Spelling some phase 5 words.
- spelling some Year 1 common exception words.
- spelling some suffixes from the year 1 spelling patterns [see National Curriculum appendix].
- writing other words, using their knowledge of phonics to make them increasingly plausible.
- forming many letters with the correct starting and finishing point – size may vary
- beginning to space words accurately.

### Working at the expected standard for Y1

The pupil, after discussion [and with support] from the teacher, can write several simple sentences, including simple narratives:

- Using capital letter for some proper nouns as well as beginning sentences.
- Using simple past and present verbs accurately (errors are addressed)
- Using a conjunction for coordination (and) and subordination (because).
- Beginning to use ! ? with some accuracy.
- Spelling most Phase 4 and 5 words.
- Spelling many Y1 suffixes \* taught.
- Spelling many Year 1 Common Exception Words taught.
- **N.B. Spelling homework to start in the Summer Term to reinforce spellings taught.**
- Forming most lower case and capital letters accurately (**Children must have full knowledge of the Alphabet – this will need to be taught using The Strategies on the Alphabet Arc Document**)
- **Using the correct pencil grip most of the time and this is corrected frequently with prompts and modelling from and adult.**
- Writing with letters that are accurate in shape, orientation and size including Capital Letters and digits.
- Leaving suitable spaces between words.

### Working at greater depth within the expected standard for Y1

The pupil, after discussion with the teacher, can write a range of sentences :

- Using capital letters and full stops in mostly accurately in simple sentences and some compound sentences
- Using the full range of punctuation taught by the end of Year 1 mostly accurately including exclamation mark and question mark.
- Using a conjunction for coordination (and) and subordination (*because, so*)
- Spelling most Phase 5 sounds - *can address errors and spell correctly when prompted.*
- Spelling most of the Common Exception Words taught by Year 1.
- Spelling most suffixes\* taught at Year 1.
- Writing with letters that are mostly accurate in shape, orientation and size- *with only some irregularity.*
- *Using the correct pencil grip most of the time*
- Leaving suitable spaces between words.
- *Join some phonemes and graphemes within words.*

## 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<sup>^</sup>
- 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.

<sup>^</sup> 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).



## Suggested teacher assessment outcomes at the end of year 3 – Writing

### Working towards the expected standard for Y3

#### The pupil can for a for both fictional and non-fictional purposes, after discussion with the teacher:

- demarcating most sentences with capital letters and full stops, question marks and exclamation marks
- using sentences with different forms in their writing, including statements, questions, exclamations and commands
- write simple sentences for purpose and audience
- use some expanded noun phrases to describe and add detail to settings and characters
- use co-ordination (or, and, but) and increased use of subordination (when, if that, because)
- use present and past tense verb forms mostly correctly and consistently
- segment spoken words into phonemes, spelling most correctly, e.g. f-l-ow-er
- demonstrates accurate spelling using Phase 3-5 phonics, with only **occasional errors and when prompted can self-correct using a green pencil**
- spell many Y1 and 2 common exception words and many spellings with contracted forms correctly (the apostrophe **must** be in the correct place).  
**use the correct pencil grip all of the time and children always sit accurately with the correct posture and page position as instructed in the Nelson programme – this is now a habit.**
- write most capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- form **every** letter from the correct starting point, without error, joining some letters in words, e.g. **phonemes oa, ear, ure, air, er and initial blend joins**

### Working at the expected standard for Y3

#### The pupil can write for a range of purposes and audiences using their own and others' experiences (real and fictional):

- demarcate all simple and compound sentences with capital letters and full stops, question marks and exclamation marks
- use sentences with different forms in their writing, including simple sentences, statements, questions, exclamations, commands, adverbial phrase as a sentence opener and prepositions
- write a range of sentences for purpose and audience
- use many expanded noun phrases to describe, choosing verbs and adverbs for precision and clarity
- use many co-ordinating (or, and, but) and subordinating (when, if, that, because, since, while) conjunctions, and begin to understand the definition of these, including when and how they are used
- begin to independently organise ideas into paragraphs
- use present and past tense verb forms with only occasional error
- apply knowledge of prefixes and suffixes to spell many words from Y3/4 curriculum correctly
- use the diagonal and horizontal strokes needed to join letters in many words
- join many letters accurately, without joining break letters or looping descenders; **ascenders and descenders must be sized in line with subject leader requirements\***
- their / there/there / they're / were /where/ we're / of /off mostly correct

### Working at greater depth within the expected standard for Y3

#### The pupil can write for a range of purposes and audiences:

- begins to experiment with the position of the subordinate clause within a sentence
- begins to use other punctuation, e.g. brackets, ellipsis, commas for fronted adverbials and lists
- maintaining Standard English forms – most correctly
- using paragraphs to organise and structure, some correctly
- join most letters accurately, without joining break letters or looping descenders; **ascenders and descenders must be sized in line with subject leader requirements\***

**\*subject leader requirements = the main body of the letters should be half the height of the line in the exercise books.**



## Suggested teacher assessment outcomes at the end of year 4 – Writing

### Working towards the expected standard for Y4

**The pupil can for a for both fictional and non- fictional purposes, after discussion with the teacher:**

- demarcating most sentences with capital letters and full stops, question marks and exclamation marks
- using sentences with different forms in their writing, including statements, questions, exclamations and commands
- use expanded noun phrases to describe and add detail to settings and characters
- using co-ordinating and subordinating conjunctions
- using present, past and perfect tense verb forms, many correctly
- spelling common exception words\* and spellings with contracted forms correctly with only occasional error, and when prompted, the child can self-correct in green
- spelling some words correctly (Year 3-4)\*
- writing all capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters \*subject leader requirements = the main body of the letters should be half the height of the line in the exercise books.

*N.B. Y3 Requirement for children to always sit accurately with the correct posture and page position as instructed in the Nelson programme – this is now a habit.*

### Working at the expected standard for Y4

**The pupil can write for a range of purposes and audiences using their own and others' experiences (real and fictional):**

- demarcating most sentences with capital letters and full stops, question marks and exclamation marks
- describe settings and characters including the use of expanded noun phrases and adverbials to describe and specify
- use different verb forms taught, mostly accurately
- using many paragraphs or sections to organise and structure with increasing accuracy especially for changes in place and time
- using co-ordinating and subordinating conjunctions
- using inverted commas, commas for fronted adverbials and apostrophes for singular possession many correctly
- apply knowledge of prefixes and suffixes to spell most words from the see Y3-4 curriculum correctly in their writing
- using the diagonal and horizontal strokes needed to join most letters and spelling patterns (e.g. tion) accurately, not including break letters and meets requirements on school letter sizing.

### Working at greater depth within the expected standard for Y4

**The pupil can write for a range of purposes and audiences:**

- using the full range of punctuation taught at key 1 and in Y3-4 mostly correctly, including inverted commas, apostrophe to mark plural possession in nouns and commas for fronted adverbials
- maintaining Standard English forms – many correctly
- using paragraphs to organise and structure, mostly correctly
- producing legible fully joined handwriting with fluency and with only occasional breaks

## **Provisional teacher assessment outcomes at the end of year 5 – Writing**

### **Working towards the expected standard for Y5**

#### **The pupil can for a for both fictional and non- fictional purposes, after discussion with the teacher:**

- using the full range of punctuation taught at key 1 and in Y3-4 mostly correctly, including inverted commas, apostrophe to mark plural possession in nouns and commas for fronted adverbials
- maintaining Standard English forms – mostly correctly
- using paragraphs to organise and structure, mostly correctly and in most pieces of writing
- producing legible joined handwriting - writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters with ascenders and descenders suitably sized
- demarcating most sentences with capital letters and full stops, question marks and exclamation marks with only occasional error
- experiments with advanced punctuation with some accuracy e.g. for parenthesis , , ( ) --
- using sentences with different forms in their writing, including statements, questions, exclamations and commands
- use expanded noun phrases to describe and add detail to settings and characters
- understands the purpose of and can use co-ordinating and subordinating conjunctions accurately within sections and across whole pieces
- using present, past and perfect tense verb forms, mostly correctly with only occasional error
- spelling most common exception words\* and spellings taught previously, including contracted forms, correctly

### **Working at the expected standard for Y5**

#### **The pupil can write for a range of purposes and audiences using their own and others' experiences (real and fictional):**

- using the full range of punctuation taught at key 1 and in Y3-5 within pieces mostly correctly, including inverted commas, apostrophe to mark plural possession in nouns, commas for fronted adverbials and punctuation for parenthesis (related to relative embedded clauses) and semi colons in a complex list mostly accurately
- maintaining Standard English forms mostly correctly
- using present, past and perfect tense verb forms, mostly correctly with only occasional error
- using paragraphs to organise and structure, mostly correctly and in most pieces of writing
- can use a range of cohesive devices across paragraphs and whole pieces to join ideas together [determiners and pronouns, which can refer back to earlier words, chains of reference, conjunctions and adverbs/adverbial phrases, which can make relations between words clear, paragraphs, subject headings, key words as sentence openers, ellipsis of expected words etc.]
- uses a range of sentence types from previous year groups e.g. Statement, Question, Command, Compound, Complex etc.
- use expanded noun phrases with increasingly precise and impactful adjectives to describe and add detail to settings and characters
- understands the purpose of and can choose and use co-ordinating and subordinating conjunctions increasingly accurately within sections and across whole pieces of work
- spelling most common exception words\* and spellings taught previously, including contracted forms, correctly
- producing legible joined handwriting - writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters with ascenders and descenders suitably sized

### **Working at greater depth within the expected standard for Y5**

#### **The pupil can write for a range of purposes and audiences including most previously taught skills and:**

- uses precise detail to describe settings and characters and create an atmosphere with a varied range of vocabulary and detail added or not included for precision
- can manipulate dialogue for effect
- most verbs forms are accurate, including irregular verb patterns [shined / shone]
- can experiment with the position of clauses within a sentence for effect
- can use, and starts to manipulate, all advanced punctuation to create and effect for the reader and is secure with the use of
- can use a wide range of cohesive devices accurately with only occasional errors
- spelling all common exception words\* and spellings taught previously, including contracted forms, correctly; any errors can be identified and corrected independently
- demonstrates a secure understanding of ( in many pieces of work), semi-colons, colons and dashes and begins to separate clauses with them
- handwriting is fully fluent and all letters other than the break letters are accurately formed and joined; the child can write with speed while maintaining legibility

## Statutory (without any gaps from previous years) for Year 6

### 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.<sup>1</sup>

\* 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.

<sup>1</sup> 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

<sup>\*</sup> 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.

<sup>^</sup> 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.

<sup>2</sup> 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'.

<sup>3</sup> 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.