



St. Joseph's Catholic Primary School
Writing Teacher Assessment Progression
Year 4 to Year 6



Year 4	Year 5	Year 6
Working Towards (W)	Working Towards (W)	Working Towards (W)
Write for a range of purposes and audiences	Write for a range of purposes and audiences.	Write for a range of purposes
Begins to organise writing in paragraphs with clear themes.	Mostly organise writing in paragraphs with clear themes.	Use paragraphs to organise ideas
Begin to write a narrative with clear structure: plot, characters and settings and Non-narrative using simple organisational structure: e.g. Headings, sub-headings, paragraphs.	Write narratives with a clear structure, setting, characters and plot – non narrative with organisational devices.	Use narratives, describe settings and characters. In non-narrative writing, use simple devices to structure the writing and support the reader.
Compose sentences including some fronted adverbials and noun phrases to convey character and plot.	Compose sentences including some fronted adverbials and noun phrases to convey character and plot.	
Write in a well-structured form that is appropriate for the genre	Use some cohesive devices. (e.g. conjunctions, adverbs and prepositions to express time and cause)	
	Use appropriate nouns or pronouns within and across sentences to avoid repetition	
Use the correct tense mostly correctly throughout a piece of writing.	Mostly ensure the correct use of tense (progressive, perfect and past) throughout a piece of writing with some correct subject and verb agreement when using singular and plural	
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Extend the range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions.	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction, mostly correctly
Use some expanded noun phrases with modifying adjectives and prepositional phrases.	Use some expanded noun phrases with modifying adjectives and prepositional phrases.	
Demarcate most sentences in their writing with capital letters and full stops, and use question marks, and begin to introduce: commas for lists, apostrophes- possession/ contractions, inverted commas for speech.	Mostly correct use of CL and FS including proper nouns, exclamation marks, question marks & commas in a list Use of a range of punctuation across a range of genres: -commas after reporting clause/fronted adverbials/to clarify meaning -apostrophes for contractions and possession -inverted commas to punctuate direct speech.	
Spell some identified commonly misspelt words from Year 3 and 4 word list.	Spell most identified commonly misspelt words from Year 3 and 4 word list and common misspelt words (<i>e.g. there and their, to, too and two</i>) Spell most word with spelling patterns from the LKS2 programme of study	Spell correctly most words year 3&4 spelling list, and some of year 5&6 spelling list.
Increase legibility and consistency of handwriting, preferably joined.	Mostly uses neat and legible in a joined handwriting style ensuring appropriate spacing, clear ascenders and descenders.	Write legibly.



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Year 4	Year 5	Year 6
Working Towards (W +) if working within this band Expected (E) once completed	Working Towards (W +) if working within this band Expected (E) once completed	Working Towards (W +) if working within this band Expected (E) once completed
Write effectively for a range of purposes and audiences selecting, the appropriate form and drawing on what they have read at an age-appropriate level	Write effectively for a range of purposes and audiences selecting, the appropriate form and drawing on what they have read at an age-appropriate level.	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)
Compose sentences including some fronted adverbials and noun phrases to convey character and plot.	Compose sentences including some fronted adverbials and noun phrases to convey character and plot.	in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses
Use some expanded noun phrases with modifying adjectives and prepositional phrases.		
Begin to integrate dialogue in appropriate genres.	Integrate dialogue in appropriate genres.	Integrate dialogue in narratives to convey character and advance the action
Proof-read for spelling and punctuation errors	Begin to assess the effectiveness of writing by: -editing to improve vocabulary, grammar and punctuation -redrafting to improve the overall effect and clarify meaning.	Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
Extend the range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions.	Use some relative clauses beginning with who, which, where, when, whose, that.	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 appropriate nouns or pronouns within and across sentences to avoid repetition.	Use some modal verbs or adverbs to indicate degrees of possibility (could, might, would – certainly, probably, mostly)	
Mostly organise writing in paragraphs with clear themes, using some cohesive devices to link them together.	Use some cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs: then, after that, this, firstly.	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Use some cohesive devices. (conjunctions, adverbs and prepositions to express time and cause)	Use some cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs: adverbials of time (<i>later</i>), place (<i>nearby</i>) and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>).	
Ensure some correct subject and verb agreement when using singular/plural.	Ensure correct subject and verb agreement when using singular and plural.	Use verb tenses consistently and correctly throughout their writing
Correct use of CL and FS including proper nouns, exclamation marks, question marks & commas in a list	Correct use of CL and FS including proper nouns, exclamation marks, question marks, commas in a list and inverted commas.	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists)
Use of a range of punctuation across a range of genres: -commas after reporting clause/fronted adverbials/to clarify meaning -apostrophes for contractions and possession -inverted commas to punctuate direct speech across a range of genres.	Use commas after reporting clause/fronted adverbials/to clarify meaning -apostrophes for contractions and possession	
	Use colons to introduce a list. Use some brackets, dashes or commas to indicate parenthesis.	
Spell most identified commonly misspelt words from Year 3 and 4 word list.	Spell some identified commonly misspelt words from Year 5 and 6 word list.	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
Spell further homophones (e.g. he'll, heel, heal, witch and which)	Spell some words with silent letters (e.g. knight, psalm, solemn)	
Spell most word with spelling patterns from the LKS2 programme of study	Can add a range of prefixes and suffixes appropriately and spell most homophones.	Maintain legibility in joined handwriting when writing at speed.
Mostly uses neat and legible in a joined handwriting style ensuring appropriate spacing, clear ascenders and descenders.	Write mostly legibly and fluently and with increasing speed and demonstrate a joined handwriting style.	



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Year 4	Year 5	Year 6
Greater Depth (G)	Greater Depth (G)	Greater Depth (G)
Write effectively for a range of purposes and audiences with a clear text structure and related sections.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. similes metaphors, personification etc</i>)	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)
Uses rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect.	Use dialogue for impact so that it effectively adds details to the writing and supports characterisations.	Distinguish between the language of speech and writing and choose the appropriate register
Use a range of cohesive devices (e.g coordination and subordination to link and expand ideas / appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition) to add impact and clarity.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>e.g. contracted forms in dialogues in narrative; passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</i>)	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use a range of taught punctuation precisely to add impact and clarity.	Use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs to guide the reader.	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.
Begin to assess the effectiveness of writing by: -editing to improve vocabulary, grammar and punctuation -redrafting to improve the overall effect and clarify meaning.	Use some relative clauses with implied (<i>omitted</i>) relative pronoun (This is the man <u>that</u> I saw) ³	
	Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	