



Year 1
Working Towards (W)
Compose a sentence orally before writing it.
Write simple phrases and sentences that can be read by others. (ELG)
Shows an awareness of how full stops are used in writing.
Write in first person using a capital letter for the personal pronoun I.
Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)
Make phonetically plausible attempts to spell words.
Write recognisable letters, most of which are correctly formed. (ELG)
Begin to space words correctly.
Working towards (W +) if working within this band Expected (E) once completed
Write a sequence of sentences to form short narratives and recount an event or an experience.
Begin to use adjectives.
Re-read what they have written to check that it makes sense.
Use 'and' to join words and clauses.
Demarcate some sentences with capital letters, full stops.
Use of question marks and exclamation marks.
Can use capital letters for names of people, places and the days of the week.
To spell most words including alternative vowel phonemes.
Spell many Year 1 common exception words.
Use the prefix 'un' can be added to words to change meaning: unhelpful, unhappy, undo, unfair etc.
Use suffixes -s and -es for plurals.
Spell the days of the week.
Use suffixes -ed, -ing, -er, and -est where no change is needed to root word.
Leave appropriate finger spaces between words.
Form most lower-case letters in the correct direction, starting and finishing in the right place.
Form most capital letters correctly.
Greater Depth (G)
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
Use some expanded noun phrases to describe or clarify.
Use different sentence types for effect: statements, questions, exclamations, commands.
Spell most Year 1 common exception words
Consistently use the full range of punctuation taught within Y1.
Improve writing after discussion with the teacher.



Year 2
Working Towards (W)
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 towards (W +) if working within this band Expected (E) once completed
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write about real events, recording these simply and clearly.
Use expanded noun phrases for description.
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
Use present and past tense mostly correctly and consistently.
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
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.
Greater Depth (G)
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
Spell most common exception words.
Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, less, –ly)*
Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession (greater depth)
Use the punctuation taught at key stage 1 mostly correctly.
Make simple additions, revisions and proof-reading corrections to their own writing.
Use the diagonal and horizontal strokes needed to join some letters.



Year 3
Working Towards (W)
Write for a range of real purposes and audiences.
Develop some description (narrative) and facts (Non-fiction) in expanded sections
Structure fiction and non-fiction texts appropriately for the writing form/ genre) with related ideas and information
Write in a well-structured form that is appropriate for the genre
Use past and present tense mostly correctly.
Mostly use the correct tense throughout a piece of writing.
Use some subordination (when/if/that/because/as) to join clauses.
Use co-ordinating conjunctions (and/or/but) FANBOYS to join clauses.
Demarcate some sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Spell most Key Stage 1 common exception words.
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use clear spacing between words.
Working towards (W +) if working within this band Expected (E) once completed
Write a range of text types with a clear structure.
Write narratives with linked events. Write a non-narrative using simple organisational devices such as headings and sub-headings.
Use a range of adverbs of time, reason, manner and place.
Correct use of a / an before a noun.
Use prepositions.
Make some simple additions, revisions and proof-reading corrections to their own writing.
Use a range of subordinating conjunctions e.g. while, until, who, even though, although.
Begin to group related material together to form simple paragraphs.
Use varied sentence openers (<i>adverbs, adjectives, determiners</i>)
Use present perfect tense when appropriate (<i>Charlotte has become friends with Sam</i>)
Begin to use some the following punctuation: • Commas for lists. • exclamation marks • apostrophes to mark contractions
Spell some words with spelling patterns from the LKS2 programme of study and Year and 4 word list.
Spell some words with prefixes - for example, un-, mis-, dis-, super-, anti-, auto-, in-, im-, il-, ir-, sub-.
Spell some words with suffixes and understand how to add them to root words. For example, -ment, -ness, -ful, -less
Word families based on common words. For example – solve, solution, solver.
Spell the correct form of common homophones. Eg. their/there/they're, to/too/two
Use the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un-joined.
Greater Depth (G)
To plan and write with an understanding of purpose and audience drawing independently on what they have read, at an age appropriate level.
To maintain characterisation throughout a fiction piece and genre in a non-fiction.
Begin to show some maturity, command of ambitious and technical vocabulary and sentence structure.
Ideas are consistently organised in sections.
Some detail / description / explanation to events expanded through careful choice of vocabulary
Begin to assess the effectiveness of writing by: -editing to improve vocabulary and punctuation -redrafting to improve the overall effect of the writing.



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Year 4
Working Towards (W)
Write for a range of purposes and audiences
Begins to organise writing in paragraphs with clear themes.
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.
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 the correct tense mostly correctly throughout a piece of writing.
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
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.
Spell some identified commonly misspelt words from Year 3 and 4 word list.
Increase legibility and consistency of handwriting, preferably joined.
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
Compose sentences including some fronted adverbials and noun phrases to convey character and plot.
Use some expanded noun phrases with modifying adjectives and prepositional phrases.
Begin to integrate dialogue in appropriate genres.
Proof-read for spelling and punctuation errors.
Extend the range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions.
Use appropriate nouns or pronouns within and across sentences to avoid repetition.
Mostly organise writing in paragraphs with clear themes, using some cohesive devices to link them together.
Use some cohesive devices. (conjunctions, adverbs and prepositions to express time and cause)
Ensure some correct subject and verb agreement when using singular and plural.
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 across a range of genres.
Spell most identified commonly misspelt words from Year 3 and 4 word list.
Spell further homophones (e.g. he'll, heel, heal, witch and which)
Spell most word with spelling patterns from the LKS2 programme of study
Mostly uses neat and legible in a joined handwriting style ensuring appropriate spacing, clear ascenders and descenders.
Greater Depth (G)
Write effectively for a range of purposes and audiences with a clear text structure and related sections.
Uses rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect.
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.
Use a range of taught punctuation precisely to add impact and clarity.
Begin to assess the effectiveness of writing by: -editing to improve vocabulary, grammar and punctuation -redrafting to improve the overall effect and clarify meaning.



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Year 5
Working Towards (W)
Write for a range of purposes and audiences.
Mostly organise writing in paragraphs with clear themes.
Write narratives with a clear structure, setting, characters and plot – non narrative with organisational devices.
Compose sentences including some fronted adverbials and noun phrases to convey character and plot.
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.
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
Extend the range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions.
Use some expanded noun phrases with modifying adjectives and prepositional phrases.
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 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
Mostly uses neat and legible in a joined handwriting style ensuring appropriate spacing, clear ascenders and descenders.
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.
Compose sentences including some fronted adverbials and noun phrases to convey character and plot.
Integrate dialogue in appropriate genres.
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 beginning with who, which, where, when, whose, that.
Use some modal verbs or adverbs to indicate degrees of possibility (could, might, would – certainly, probably, mostly)
Use some cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs: then, after that, this, firstly.
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 correct subject and verb agreement when using singular and plural.
Correct use of CL and FS including proper nouns, exclamation marks, question marks, commas in a list and inverted commas.
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 some identified commonly misspelt words from Year 5 and 6 word list.
Spell some words with silent letters (e.g. knight, psalm, solemn)
Can add a range of prefixes and suffixes appropriately and spell most homophones.
Write mostly legibly and fluently and with increasing speed and demonstrate a joined handwriting style.
Greater Depth (G)
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>)
Use dialogue for impact so that it effectively adds details to the writing and supports characterisations.
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>)
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 some relative clauses with implied (<i>omitted</i>) relative pronoun (This is the man <i>that</i> I saw)
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



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Year 6
Working Towards (W)
Write for a range of purposes
Use paragraphs to organise ideas
Use narratives, describe settings and characters. In non-narrative writing, use simple devices to structure the writing and support the reader.
Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction, mostly correctly
Spell correctly most words year 3&4 spelling list, and some of year 5&6 spelling list.
Write legibly.
Working towards (W +) if working within this band – Expected (E) once completed
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, 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
Integrate dialogue in narratives to convey character and advance the action
Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
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 (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)
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.
Greater Depth (G)
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 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.