

Composition: planning, drafting, evaluating, editing and proofreading

Y1	Y2	Y3	Y4	Y5	Y6
Can tell stories about fictional experiences and those of others, using a combination of pictures, spoken and written words.	<i>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</i>	In narratives, ability to create settings, characters and plots is shown.	In narratives, creates settings, characters and plots.	In narratives, settings, characters and plots are created.	<i>In narratives, describe settings, characters and atmosphere.</i>
		Some correct use of speech punctuation.	Speech punctuation usually correct.	Dialogue used is balanced with narration.	<i>Integrate dialogue in narratives to convey character and advance the action.</i>
Can tell stories about real personal experiences and those of others.	<i>Write about real events, recording these simply and clearly.</i>	Can write recounts and non-chronological reports.	Can write effective recounts and non-chronological reports.	Can write persuasively for more than one audience.	<i>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)</i>
Can contribute to class poem.	Maintains form when writing poetry.	Uses ideas from poems read.	Uses poems read as models for their own verse.	Can write poems in the style of poets read.	
		Parts of poems convey images or feelings to the reader.	Uses poems to convey an image or feeling to the reader.	Can tell a story in poetic form.	
Discusses what they have written with teacher and pupils.	Writing is discussed with teacher and other pupils to evaluate the effective use of word choice, grammar and punctuation.	Writing is discussed to learn from structure, vocabulary and grammar.	Writing is discussed to understand and learn from structure, vocabulary and grammar.	Own writing is evaluated to suggest appropriate changes to structure, vocabulary and grammar.	Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.
Composes orally first.		Composes and rehearses sentences orally	Composes and rehearses sentences orally		
Re-reads to check it makes sense.	Writing is discussed with teacher and other pupils to make appropriate additions, revisions and corrections.	Suggests improvements to own and others' writing, without always justifying them.	Assesses effectiveness of own and others' writing and suggests improvements.	Peers' writing is evaluated to suggest appropriate changes to structure, vocabulary and grammar.	
			Proposes changes to grammar and vocabulary.		

Holt Primary School: Writing Assessment – Developing Y1 to Y6

Y1	Y2	Y3	Y4	Y5	Y6
Shares ideas for stories as part of a group or class.	Gathers and writes down ideas and key words, including new vocabulary drawn from reading and discussion.	Discusses and sometimes records ideas.	Discusses and records ideas.	Uses texts to provide effective ideas for character and setting.	In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.
		Can use texts to provide ideas for character and setting.	Uses texts to provide ideas for character and setting.		
		Finds words or phrases in texts and re-uses them in own work.	Begins to use a thesaurus to enhance vocabulary. Finds words or phrases in texts and re-uses them in own work.	Uses a thesaurus to enhance vocabulary while composing.	
Sequences sentences to form short narratives.	Encapsulates what is to be said, sentence by sentence, to compose meaningful narratives.	Briefly retells stories heard or read, including their own work.	Briefly retells stories including all key points.	Composes short summaries of texts read or listened to.	When required, longer passages are précised appropriately.
Uses some grammatical terminology.	Grammatical terminology is used when discussing and evaluating writing.	Grammatical terminology is used when discussing and evaluating writing.	Grammatical terminology is used when discussing and evaluating writing.	Grammatical terminology is used when discussing and evaluating writing.	Grammatical terminology is used when discussing and evaluating writing.
Reads own work aloud for peers and teacher.	Re-reads own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous /progressive form.	Can sometimes find errors in own work.	Finds errors in own work and tries to improve them.	Dictionaries and thesauruses are sometimes used to check meaning and use.	A dictionary and thesaurus are used to check word meaning and appropriateness.
	Proof-reads own writing to check for errors in spelling, grammar and punctuation.	With help, uses a dictionary to check spellings.	Uses a dictionary and first two or three letters in a word to check spelling.	'Published' writing is checked and improved, sometimes using a dictionary.	Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.

Composition: structuring and organising text

		Y3	Y4	Y5	Y6
		Uses paragraphs to group related material.	Uses paragraphs to organise around a theme.	Paragraphs are used for organising or expanding material, in order to help the reader.	The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of paragraphs to develop and expand some ideas, descriptions, themes or events in depth.
		Often uses pronouns accurately, sometimes aiding text cohesion.	Uses nouns and pronouns to aid cohesion and avoid repetition.	Uses devices to build cohesion within a paragraph (then, after, that, this).	<i>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</i>
			Accurate use of pronouns in sentences.	Uses adverbials of time, place and number to link ideas across paragraphs.	
		Uses headings and some subheadings.	Uses headings and subheadings.	Headings, subheadings, bullet points and sometimes columns or tables are used in non-fiction.	A range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
		Recognises that past and present tenses are different.	Can choose whether to write in the past or the present, not always fully accurately.	Consistent use of tense across whole text.	Appropriate choice of tense to support whole text cohesion and coherence.

Composition: applying vocabulary, grammar and punctuation

Y1	Y2	Y3	Y4	Y5	Y6
Uses capital letters for names and 'I'.	Writing demonstrates appropriate use of capital letters for almost all proper nouns.	Uses 'a' or 'an' accurately.			
Tells stories with adjective and adverbs describing nouns and verbs.	- Adjectives, adverbs and expanded noun phrases to describe and specify.	Uses noun phrases with more than one adjective.	Uses noun phrases with modifying adjectives, noun and preposition phrases ('the strict teacher with the curly hair').	Shows degrees of possibility using adverbs (perhaps, surely).	Expanded noun phrases to convey complicated information concisely.
		Adverbial phrases used.	Uses fronted adverbials ('Later that day').	Uses relative clauses (who, which, that)	Relative clauses using a wide range of relative pronouns to clarify and explain relationships between ideas.
Uses 'and' to join clauses.	<i>Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</i>	Uses prepositions (before, after, during) Uses conjunctions of time, place and cause (when, where, so).	Often forms accurate complex sentences with conjunctions of time, place and cause.	Some preposition phrases used.	Preposition phrases.
	Grammatically accurate sentences with different forms and functions (statements, questions, exclamations and commands).	Some complex sentences used.	Confident use of simple, compound and complex sentences.	Uses some modal verb constructions.	<i>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).</i>
	Writing demonstrates features of written Standard English.	Usually uses grammatically correct Standard English verb forms.	Uses grammatically correct Standard English verb forms.	Chooses to use Standard English in formal situations.	

Holt Primary School: Writing Assessment – Developing Y1 to Y6

	<i>Use present and past tense mostly correctly and consistently.</i>	Uses the present perfect form of verbs.	Can accurately use different tenses in the same text.	Uses tense choices to build cohesion ('he had seen her before').	<i>Use verb tenses consistently and correctly throughout their writing.</i>
Some use of capital letters and full-stops.	<i>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</i>	Begins to use inverted commas in direct speech.	Uses inverted commas and other punctuation in direct speech.	Speech punctuation mostly accurate.	<i>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</i>
		Uses apostrophes for possessive plurals.	Uses plural and possessive –s accurately with apostrophes.	Uses brackets, dashes or commas to indicate parenthesis.	
			Uses commas for fronted adverbials.	Uses commas to clarify meaning and avoid ambiguity.	

Transcription: spelling

Y1	Y2	Y3	Y4	Y5	Y6
	Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Is able to write from memory sentences, dictated by the teacher, that include most words and punctuation taught in LKS2.	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation taught in LKS2.	Is able to write from memory sentences, dictated by the teacher, that include most words and punctuation included in the key stage 2 national curriculum.	Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
Spells common exception words.	<i>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.</i>	Generally accurate choice of which grapheme to represent which phoneme. Accurate spelling of parts of the Y3/4 word list taught.	Spells further homophones. Accurate spelling of most of the Y3/4 word list.	Usually accurate spelling of most homophones and other words which are often confused. Accurate spelling of parts of the Y5/6 word list taught.	<i>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.</i>
Spells days of the week.	<i>Spell many common exception words.</i>	Spells many words that are often misspelt.	Spells words that are often misspelt.	Spells most words commonly misspelt.	Accurate spelling of most words with silent letters.
Spells plural noun suffixes and verb suffixes with no change to root word (-ing, -ed, -er).	Spelling rules are usually applied, including: - words with suffixes where changes are needed to the root word.	Knows that spelling knowledge can be used on words in the same family, not always successfully.	Understands how word families relate in form and meaning.	Spells verb prefixes accurately (dis-, de-, mis-, over-, re-).	Accurate spelling of most prefixes and suffixes.
Spells words with the prefix un-.	- longer words formed by the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).	Range of prefixes spelled, not always accurately.	Uses a range of prefixes (super-, anti-, auto-).	Converts nouns and adjectives to verbs with suffixes (-ate, -ise, -ify).	
	Spelling some words with contracted forms.	Accurate spelling of many common contractions.	Accurate spelling of all common contractions.	Spelling of rarer contractions attempted.	Accurate spelling of all contractions.

Transcription: handwriting

Y1	Y2	Y3	Y4	Y5	Y6
Holds a pencil comfortably.	Holds a pencil comfortably and correctly.	Writes comfortably with pencil	Writes comfortably with pen or pencil.	Chooses whether to use pen or pencil.	Appropriate choice of writing implement
Forms lower case letters in the correct direction.	<i>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</i>	Downstrokes of letters are consistent.	Downstrokes of letters are parallel and equidistant.	Legible, fluent handwriting is usually maintained, less so when writing at speed.	<i>Maintain legibility in joined handwriting when writing at speed.</i> This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.
Forms capital letters.		Handwriting is always legible.	Legibility, consistency and quality of handwriting are increased.		
Forms digits 0-9.					
Understands which letters belong to which ‘families’.					
Separates words with spaces.	<i>Use spacing between words that reflects the size of the letters.</i>	Spacing between words and lines aids legibility.	In writing lines are far enough apart that ascenders and descenders don’t touch.	Letter shape, size and spacing are chosen to help legibility.	
	Some diagonal and horizontal strokes are used to join letters.	Most letters joined.	Diagonal and horizontal strokes join letters; and knows when to not.	When presentation is important letters are always joined when appropriate.	

Notes

The language for Y2 and Y6 is almost all drawn from the 2014 ‘assessment performance descriptors’, known now as ‘key performance indicators’ or KPIs for short.

Other language for these years is taken from the 2017 ‘interim teacher assessment frameworks’, known here as ITAFs.

The highlighted sections are the ITAFs, although most of these sections are in both sets of documents.

Language for other years are taken from the National Curriculum or modelled on the KPIs and ITAFs and written by SJS in collaboration with other staff.