Year 1 Writing Assessment

I form the digits 0-9.																															
I use the personal pronoun 'I'																															
I am starting to use full stops and capital letters.																															
I spell unknown words using my phonemes (sounds).																															
I form lower case letters in the correct direction, starting and finishing in the right place.																															
I use 'and' to join ideas within a sentence.																															
I begin to use other punctuation such as exclamation and question marks.																															
I use a full stop accurately.																															
I use a capital letter for the start of a sentence.																															
I form capital letters.																															
I sequence sentences to form short narratives.																															
I may attempt to use conjunctions other than 'and'.																															
I use capital letters for the names of people, places and days of the week.																															
I use letter names to show alternative spellings of the same phonemes.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															
Greater Depth																															
My sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate.																															
I am consistent with the use of capital letters for the pronoun 'I' and for proper nouns.																															
I use taught spelling rules and patterns independently and accurately.																															
My letters are correctly formed and oriented and start and finish in the correct place.																															
In narrative writing, I use structures and language from familiar stories effectively and accurately.																															
In non-narrative recounts, my events are related with some detail and may also include a personal comment.																															
My writing demonstrates a growing understanding of different text types dependent on classroom experiences.																															
I include words which are carefully chosen and vocabulary from word banks and from stories I have read or have had read to me.																															
I make changes to my writing following re-reading and reflection.																															
Greater Depth achieved																															

Year 2 Writing Assessment

I form lower case letters of the correct size relative to one another.																															
I write capital letters (and digits) of the correct size/orientation to one another.																															
I segment spoken words into phonemes and record these as graphemes.																															
I can spell some common exception words.																															
I develop stamina for writing by writing for different purposes																															
I use co-ordination (using or, and, or but)																															
I use expanded noun phrases to describe, expand and specify.																															
I use full stops and capital letters- most are correct. *(This will be consistent across a range of dictated and independent writing)*																															
I am beginning to use different types of sentences (statements and questions).																															
I use spacing between words that reflects the size of the letters.																															
I use some of the diagonal and horizontal strokes needed to join letters.																															
I can spell many common exception words.																															
I am beginning to use apostrophes for some common contractions.																															
I spell longer words using suffixes such as ment, ness, ful, less, ly																															
I use subordination (using when, if, that or because).																															
I use different sentence types (statements, questions, exclamations and commands).																															
I use exclamation and question marks mostly accurately to demarcate sentences.																															
I use apostrophes for the most common contracted words.																															
I can spell most common exception words.																															
I use sentences with different forms across a fange of writing: statements, questions, exclamations and commands.																															
I use present and past tenses correctly and consistently including the progressive form.																															
I begin to use commas to separate items in a list.																															
I sometimes use apostrophes for singular possession.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															

Year 2 Writing Assessment

Greater Depth

I am confident and consistent in my use of: capital letters and appropriate end marks to demarcate sentences;																														
capital letters for the personal pronoun I and for proper nouns;																														
commas used to separate items in a list; apostrophes to mark contractions;																														
apostrophes for singular possession.																														
I apply spelling rules and patterns from Year 2 accurately with spelling strategies used to attempt more ambitious words.																														
My capital letters and lower case letters are correctly sized and oriented and most letters are joined.																														
My narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a better-rounded ending which relate to events in the text.																														
My non- narrative texts are sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence.																														
I sustain the writing of longer texts, showing increasing stamina and I am able to consistently engage the reader.																														
I am confident and consistent in my use of: simple, compound and complex sentences;																														
a widening variety of conjunctions that add information and expand ideas;																														
different sentence types appropriate for their purpose which add impact;																														
past and present tenses, including the progressive forms.																														
My word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately.																														
I add detail by using expanded noun phrases using adjectives, prepositional phrases and sometimes similes.																														
I use adverbials to sequence my writing and occasionally to show a change in setting.																														
My writing is re-read and its effectiveness evaluated independently.																														
Changes are made to improve the impact of my writing.																														
My proof reading is careful and inaccuracies are corrected, mostly independently.																														
Greater Depth achieved																														

Year 3 Writing Assessment

I increase the legibility, consistency and quality of my handwriting.																														
I use the first two or three letters of a word to check its spelling in a dictionary.																														
I write a non-narrative using simple organisational devices such as headings and sub-headings.																														
In narrative writing, I develop resolutions and endings.																														
I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. *(when, if, because, although)*																														
I recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car																														
I crrectly use verbs in the 1st, 2nd and 3rd person.																														
I begin to use inverted commas for some direct speech punctuation.																														
I spell correctly word families based on common words. *(solve, solution, solver)*																														
I spell some identified commonly misspelt words from the Year 3 and 4-word list.																														
I plan my writing by discussing and recording ideas. *(timeline, flowchart, spider diagram, jottings)*																														
I write a narrative with a clear structure, setting, characters and plot.																														
I use the perfect form of verbs instead of the simple past. *(I have written it down so we can check what he said) (He has worked hard)*																														
I understand the purpose of, and use, adverbs.																														
I use conjunctions, adverbs and prepositions to express time and cause. *(the next thing, next, soon, so before, after, during, in, because of)*																														
I use apostrophes for possession with increasing accuracy including plural possession.																														
I make comparisons from a word already known to apply to an unfamiliar word.																														
I compose sentences using a wider range of structures linked to the grammar objectives. *(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.*																														
I begin to organise paragraphs around a theme. *(Supported by planning then moving to independence)*																														
Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials.																														
Commas are sometimes used to mark clause and phrases.																														
Assessment standard for Autumn																														
Assessment standard for Spring																														
Assessment standard for Summer																														

Year 3 Writing Assessment
Greater Depth

I often use commas to mark phrases and clauses.																														
I use spelling rules and patterns from Year 3/4 accurately, including exceptions to rules.																														
I use diagonal and horizontal strokes to join letters as appropriate.																														
The purpose and audience for my writing are established and sustained throughout the text.																														
In my non-narrative writing, simple devices including headings and sub-headings are selected independently to guide the reader.																														
I use simple, compound and complex sentences accurately and confidently to add to the flow of my writing.																														
My sentence openings are varied and chosen effectively.																														
I use conjunctions, adverbs and prepositions to sequence and to express place and cause confidently.																														
I choose my vocabulary deliberately to create effects, including the accurate use of technical or specific words.																														
I use adverbials and other added detail to build a picture for the reader.																														
I plan my writing independently.																														
I proof read my writing to check for inaccuracies in spelling, grammar and punctuation.																														
I make improvements and changes following discussion and refection with growing confidence.																														
Greater depth achieved																														

Year 4 Writing Assessment

I use the diagonal and horizontal strokes that are needed to join letters.																														
My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.																														
I use a range of sentences with more than one clause- through use of conjunctions.																														
My sentences are often opened in different ways to create effects.																														
All my sentences are correctly demarcated.																														
Down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.																														
I use plural – s and possessive –s correctly.																														
I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.																														
I use fronted adverbials of place, time and manner, including the use of a comma.																														
I use the apostrophe for plural possession.																														
I secure the use of punctuation in direct speech, including a comma after the reporting clause.																														
I spell most words from the Year 3 and 4 word list correctly.																														
I begin to open paragraphs with topic sentences and organise them around a theme.																														
I use adjectival phrases.																														
I use connecting adverbs to link paragraphs.																														
I use standard English for verb inflections- instead of spoken forms.																														
I almost always use commas for fronted adverbials.																														
I use commas to mark clauses.																														
Assessment standard for Autumn																														
Assessment standard for Spring																														
Assessment standard for Summer																														

Year 4 Writing Assessment Greater Depth																														
I use inverted commas, punctuation within them, and comma for the reporting clause accurately.																														
My characters are developed through using their actions, speech and reactions.																														
My non-narrative texts inform the reader effectively, giving sufficient relevant background information.																														
My paragraphs are well-structured, aid cohesion and guide the reader through the text.																														
I use a range of sentences types confidently and appropriately according to the text type, purpose and audience.																														
My sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials.																														
I use pronouns to avoid repetition and to support cohesion across the text.																														
I add carefully thought-out detail with noun phrases, which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases.																														
I choose my words deliberately and carefully, including specific and technical vocabulary.																														
I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.																														
The process of my editing is focused on impact and effect.																														
My writing is proof read independently for accuracy and amendments made accordingly.																														
Greater depth achieved																														

Year 5 Writing Assessment

I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters																														
I consistently organise writing into paragraphs to show different information or events.																														
I start sentences in different ways, judging the impact or effect needed.																														
I can add phrases to make my writing more precise and detailed.																														
I use some commas to clarify meaning or avoid ambiguity in writing.																														
I can write legibly, fluently and with increasing speed.																														
I link ideas within paragraphs																														
I use modal verbs or adverbs to indicate degrees of possibility.																														
I use relative clauses beginning with who, which, where, when, whose, that or with an implied.																														
I link clauses in sentences using a range of coordinating and subordinating conjunctions.																														
I use colons to introduce a list.																														
I can spell many words from Year 5 and 6-word list																														
I link ideas across paragraphs by using adverbials of time, place and number.																														
I choose words for deliberate effect and I use them thoughtfully and with precision.																														
I use pronouns to avoid repetition.																														
I am beginning to use brackets, dashes or commas to indicate parenthesis.																														
Assessment standard for Autumn																														
Assessment standard for Spring																														
Assessment standard for Summer																														

I use commas accurately to clarify meaning and avoid ambiguity.																														
I may use a colon or semi-colon to link separate clauses. I use brackets, dashes or commas to indicate parenthesis.																														
When writing for a range of audiences and purposes, to inform, persuade or entertain, my writing is manipulated to create impact and to engage the reader.																														
The dialogue I create between characters develops the reader's understanding of my characters.																														
I attempt to use hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.																														
My Standard English is consistent and level of formality appropriate for the text.																														
I use expanded phrases and clauses to add information or detail appropriate to the purpose and audience, including relative clauses.																														
My words are carefully and deliberately selected and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood.																														
My paragraphs are clearly constructed and help to guide the reader through the text																														
In narrative writing, my paragraphs support the plot structure and clearly signal changes in time, place and events.																														
I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.																														
My writing is proof read independently for accuracy and amendments made.																														
During the editing process, I will sometime re-order sentences if I feel it impacts on the reader.																														
Greater depth achieved																														

Year 6 Writing Assessment

I produce legible joined writing and develop my own personal fluent joined handwriting style.																															
I use a range of spelling strategies not just spelling phonetically.																															
I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.																															
I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.																															
I use modal verbs mostly appropriately to suggest degrees of possibility.																															
I add precision, detail and qualification using prepositional phrases and adverbs.																															
I can mostly use commas correctly to mark phrases and clauses and provide clarity.																															
I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.																															
I describe and integrate dialogue to convey character and advance the action.																															
I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.																															
I use a wide range of clause structures, sometimes varying their position within the sentence.																															
I use the passive voice to present information with a different emphasis.																															
I make some correct use of a further range of punctuation across a range of writing.																															
I can use punctuation for parenthesis, mostly correctly.																															
I can spell most of words that appear in the Year 5/6 list.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															
My punctuation is mostly correct and semi-colons or colons are used to mark boundaries between independent clauses.																															
My spelling is mainly accurate with only occasional errors in more ambitious vocabulary.																															
My handwriting is fluent, legible and maintained to a high personalised standard.																															
My writing has a clear voice which is evident across the text.																															
At times, the features and conventions of my text type may be used unconventionally or manipulated to create specific effects.																															
I manage shifts in formality well and this adds effectiveness and impact to my writing.																															
I use paragraphs to develop and expand ideas or point of view, themes and events in depth.																															
I use a varied range of cohesive devices across and within paragraphs.																															
My writing demonstrates effective use of sentences containing more than one clause and is used to elaborate and to convey complicated information concisely.																															
My writing demonstrates precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.																															
I use a range of literary features such as, repetition, short sentences and figurative language to add impact to my writing.																															
My verb forms are chosen for meaning and effect.																															
I use the drafting process efficiently and edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision.																															
My writing is evaluated as a matter of course.																															
My proof reading ensures a high level of accuracy.																															
Greater Depth Achieved																															