

Writing Assessment Standard One



No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	May ✓	End of Year ✓
1	Can write own first name and surname with appropriate upper and lower case letters.							
2	Can form most letters clearly, although size and shape may be irregular.							
3	Can form capital letters.							
4	Can form digits 0-9.							
5	Can name the letters of the alphabet in order.							
6	Can spell the days of the week.							
7	Can spell common exception words (Phase 5)							
8	Can understand spelling rules for adding 's' or '-es'							
9	Can use the prefix 'un-'							
10	Can use suffixes '-ing' '-ed' '-er' and '-est'.							
11	Always leaves spaces between words.							
12	Begins to make recognisable phonic attempts at words.							
13	Can spell monosyllabic words correctly.							
14	Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).							
15	Can show some control over letter size, shape and orientation in writing.							
16	Can read writing aloud audibly and clearly							
17	Can discuss what they have written with the teacher or other pupils.							
18	Can say out loud what they are going to write about.							
19	Can speak a sentence before writing it down.							
20	Can show some control over word order producing logical statements.							
21	Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).							
22	Can begin to punctuate sentences using capital letters, full stops, question marks and exclamation marks.							
23	Can use capital letters for people, places, days of the week and pronoun I.							
24	Can use ANY connective, (at least 'and') to join 2 simple sentences, thoughts, ideas etc.							

Outcome:

1 Below: 6-8 ✓ **1 Developing:** 9-12 ✓ **1 Expected:** 13-17 ✓ **1 Embedded:** 18-20 ✓ **1 Exceeding:** 21-24 ✓

If entry to Year 2 is not met, then the judgement is **1 Exceeding**

Writing Assessment

Standard Two



Essential entry level to Standard 2 (Year 1 Expectation Progress Descriptor): Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language / must not be a retell).

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	May ✓	End of Year ✓
1	Can spell common exception words.							
2	Can spell most common monosyllabic words correctly, and all CVC.							
3	Can spell more words with contracted forms.							
4	Can use the possessive apostrophe (singular), e.g. Dan's dog, a man's jacket.							
5	Can use suffixes to spell longer words, including '-ment', '-ness', '-ful', '-less', '-ly'.							
6	Can form lower case letters of the correct size relative to one another (use accurate and consistent handwriting).							
7	Can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.							
8	Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (use accurate and consistent handwriting-consistent use of upper case, size and form).							
9	Can use spacing between words that reflects the size of the letters.							
10	Can write narratives about personal experiences and those of others (real and fictional).							
11	Can write about real events.							
12	Can write poetry.							
13	Can plan or say out loud what they are going to write about .							
14	Can plan by writing down ideas and/or key words, including new vocabulary							
15	Can evaluate their writing with the teacher and other pupils.							
16	Can proof-read to check for errors in spelling, grammar and punctuation.							
17	Can read aloud what they have written with appropriate intonation to make the meaning clear.							
18	Can write with meaning in a series of simple sentences.							
19	Can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).							
20	Can write sentences with different forms: statement, question, exclamation, command.							
21	Can use the present and past tenses correctly and consistently including the progressive form.							
22	Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).							
23	Can use expanded noun phrases to describe and specify, including some ambitious words.							
24	Can link ideas and events using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing).							

Outcome

2 Below: 6-10 **2 Developing:** 11-14 **2 Expected:** 15-18 **2 Embedded:** 19-21 **2 Exceeding:** 22-24

If entry to Year 3 is not met, then the judgement is **2 Exceeding**. A pupil in KS1 working within secure standard 3 or above is said to be **KS1 Exceeding**

Writing Assessment

Standard Three



Essential entry level to Standard 3 (Year 2 Expectation Progress Descriptor): Can produce close to a side of A4 writing that is clear and coherent with one or more strong features e.g. may either be in the mainly accurate Basic Skills OR in the emergent 'voice' and style OR in organisation OR in content. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr	May ✓	End of Year ✓
1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).							
2	Can usually join their handwriting.							
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.							
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).							
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').							
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).							
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).							
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).							
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.							
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.							
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).							
12	Is beginning to use paragraphs							
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).							
14	Can write neatly, legibly and accurately, mainly in a joined style							
15	Can use adjectives and adverbs for description.							
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.							
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.							
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).							
19	Can attempt to give opinion, interest or humour through detail.							
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)							
21	Is beginning to develop a sense of pace (lively and interesting).							

Outcome

3 Below: 6-8 **3 Developing:** 9-11 **3 Expected:** 12-15 **3 Embedded:** 16-18 **3 Exceeding:** 19-21

If entry to Year 4 is not met, then the judgement is **3 Exceeding**. A pupil in KS1 working within secure Standard 3 or above is said to be KS1 Exceeding.

Writing Assessment

Standard Four



Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor): Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	May ✓	End of Year ✓
1	Can write in a lively and coherent style.							
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.							
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').							
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).							
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.							
6	Can write neatly, legibly and accurately, usually maintaining a joined style.							
7	Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).							
8	Can use links to show time and cause.							
9	Can open sentences in a wide range of ways for interest and impact.							
10	Can use paragraphs although may not always be accurate.							
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).							
12	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...'; subordinate clauses – 'I felt better when...').							
13	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.							
14	Can use nouns, pronouns and tenses accurately and consistently throughout.							
15	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).							
16	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.							
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).							
18	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').							
19	Can develop ideas in creative and interesting ways.							

Outcome:

4 Below: 6-7 ✓ **4 Developing:** 8-10 ✓ **4 Expected:** 11-13 ✓ **4 Embedded:** 14-16 ✓ **4 Exceeding:** 17-19 ✓
 If entry to Year 5 is not met, then the judgement is **4 Exceeding**

Writing Assessment

Standard Five



Standard 5 is the expectation for mainstream primary children within Year 5 and 6 and some will be working within Standard 6.

Essential entry level to Standard 5 (Year 4 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	Ma ✓	End of Year ✓
1	Can produce well-structured and organised writing using a range of conventions in layout.							
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).							
3	Can select the correct genre for audience and purpose, and use it accurately							
4	Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).							
5	Can use paragraphs consistently and appropriately.							
6	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).							
7	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.							
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).							
9	Can use complex sentence structures appropriately.							
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.							
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).							
12	Can write neatly, legibly and accurately in a flowing, joined style.							
13	Can adapt handwriting for a range of tasks and purposes, including for effect.							
14	Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.							
15	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).							
16	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).							
17	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').							
18	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).							
19	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).							
20	Can interweave implicit and explicit links between sections.							
21	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).							
22	Can show confident and established 'voice'.							

Outcome:

5 Below:8-10 **5 Developing:** 11-13 **5 Expected:** 14-16 **5 Embedded:** 17-19 **5 Exceeding:** 20-22

If entry to Year 6 is not met, then the judgement is **5 Exceeding**

Writing Assessment

Standard Six



Standard 6 Secure and above is the expectation for mastery in writing for mainstream primary children by the end of Year 6.

Essential entry level to Standard 6 (Year 5 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (98% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. It should be a striking piece of writing that is similar to that of an adult, with confident and established features, although content and stimulus may be more age appropriate (10 to 14). This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr	May ✓	End of Year ✓
1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)							
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.							
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.							
4	Can write neatly, legibly and accurately and fluently, in a joined style.							
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.							
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents etcetera.							
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.							
8	Can use clauses confidently and appropriately for audience and purpose.							
9	Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.							
10	Can group items for effect, before or after the verb.							
11	Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.							
12	Can write with confidence and imagination.							
13	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.							
14	Can consciously vary levels of formality according to purpose and audience.							
15	Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.							
16	Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age)							
17	Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.							
18	Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.							
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.							
20	Can use pertinent and precise detail as appropriate.							
21	Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses.							

Outcome:

6 Below: 7-8 ✓ 6 Developing: 9-11 ✓ 6 Expected: 12-15 ✓ 6 Embedded: 16-18 ✓ 6 Exceeding: 19-21 ✓
All criteria met = KS2 Exceeding/Mastery