

Writing Assessment

Guidance

- These frameworks should only be used to assess children at the end of the year group indicated. They should not be used as a basis for the curriculum delivered by schools or teachers.
- Teachers should be able to evidence that children can meet all of the 'Pupil can' statements in a given standard in order to award a particular standard.
- The frameworks focus on certain aspects of writing that indicate whether a child is working at the expected standard; they do not necessarily cover all of the content of the national curriculum. Teachers should be aware of the requirements of the National Curriculum to ensure that the knowledge children need at a later stage is built and embedded.
- Teachers should base judgements on a broad range of evidence, including the day-to-day work in the classroom, wider curriculum subject work, and 'Big Writes'.
- When assessing against the statements, multiple pieces of work should be taken into consideration to consider **what the child is able to do as a writer**.
- Teachers should be confident that children have met the standards in the preceding judgement in order to award any given judgement. For example, to award Working At, teachers should be confident that children meet the statements for Working Towards. However, teachers are not required to have specific evidence for that judgement.
- Some statements include qualifiers such as 'some', 'many', and 'most' to indicate the extent to which pupils demonstrate the knowledge or skill required. 'Most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and demonstrated on occasion but is not yet consistent or frequent.
- Year 2 and Year 6 have been provided with *guidance* as to what a child working at a given standard may be able to achieve at the end of Autumn and Spring terms. Statements highlighted in yellow indicate the key statements a child should achieve at Autumn in order to be considered as on track for Working At.

Pre-KS1 Standards

Standard One

Composition

The pupil can:

- say an appropriate word to complete a sentence when the adult pauses (e.g., 'We're going to the...zoo/park/shop/beach').

Transcription

The pupil can:

- draw lines or shapes on a small or a large scale (e.g., on paper, or in the air, or sand).

Standard Two

Composition

The pupil can:

- say a clause to complete a sentence that is said aloud (e.g., 'When we went to the beach today,... we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

Standard Three

Composition

The pupil can:

- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
- write a caption or short phrase using the graphemes that they already know

Transcription

The pupil can:

- form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading
- identify or write these 20+ graphemes on hearing the corresponding phonemes
- spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g., in, cat, pot)

Standard Four

Composition

The pupil can:

- make up their own sentences and say them aloud, after discussion with the teacher
- write down one of the sentences that they have rehearsed

Transcription

The pupil can:

- form most lower-case letters correctly
- identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g., frog, hand, see, chop, storm, splash)
- spell a few common exception words (e.g., I, the, he, said, of).

Reception

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- Can write some letters accurately.

Working at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write recognisable letters, most of which are correctly formed.
- Write simple phrases and sentences that can be read by others.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

** There is no greater depth standard in EYFS. However, children who are secure at the Expected Standard, may be ready to progress to the Greater Depth objective, taken from Development Matters.*

Year 1

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write recognisable letters, most of which are correctly formed.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively, using a tripod grip in almost all cases.
- Spell some year 1 common exception words.

Working at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- Sequence sentences to form short narratives.
- Demarcate some sentences with a capital letter and a full stop.
- Use 'and' to join clauses in some sentences.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.
- Spell many common exception words.
- Form lower-case and capital letters in the correct direction, starting and finishing in the right place.
- Separate words with spaces.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- Beginning to demarcate sentences with a question mark or exclamation mark, as appropriate.
- Include capital letters for names and for the personal pronoun /.
- Spell most common exception words.
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.
- Form lower-case letters of the correct size relative to one another in some of their writing.

Year 2

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- 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 at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g., and/or/but) and some subordination (e.g., when/if/that/because).
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- 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.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing;
- Make simple additions, revisions and proof-reading corrections to their own writing;
- Use the punctuation taught at Key Stage 1 mostly correctly;
- Spell most common exception words;
- Add suffixes to spell most words correctly in their writing (e.g., -ment, -ness, -ful, -less, -ly);
- Use the diagonal and horizontal strokes needed to join some letters.

Year 3

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- Write simple, coherent narratives.
- Demarcate sentences using capital letters, full stops, and question marks, mostly correctly.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g., and/or/but) and some subordination (e.g., when/if/that/because).
- Spell most year 1 and year 2 common exception words.
- Form letters (capital and lower-case) and digits of the correct size, orientation and relationship to one another.

Working at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- Write effectively and coherently for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- In narratives, create settings and characters.
- Use paragraphs as a way to group related material, with headings and sub-headings to aid presentation.
- Use the present perfect form of verbs (e.g., *He has gone out to play* contrasted with *He went out to play*).
- Use conjunctions and adverbs expressing time and place.
- Use commas in a list, and apostrophes for contraction, mostly correctly.
- Begin to use inverted commas to punctuate direct speech.
- Spell correctly some words from the year 3 / year 4 spelling list.
- Use the diagonal and horizontal strokes needed to join some letters.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- Write for a range of purposes and audiences, beginning to select the appropriate form (e.g., narrative, explanation, description).
- Place inverted commas mostly correctly in direct speech.
- Add suffixes taught, to spell most words correctly in their writing (e.g., -ly, -sure, -er).
- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Year 4

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- Write for a range of purposes.
- In narratives, create settings and characters.
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g., headings and sub-headings).
- Use capital letters, full stops, and question marks, commas for lists and apostrophes for contraction mostly correctly.
- Use conjunctions and adverbs expressing time and place.
- Use present and past tense mostly correctly and consistently, including the present perfect form of verbs.
- Begin to use inverted commas to punctuate direct speech.
- Spell correctly some words from the year 3 / year 4 spelling list.
- Use the diagonal and horizontal strokes needed to join some letters.

Working at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- Write for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Use paragraphs to organise ideas around a theme.
- In narratives, create plot.
- Use a comma at the end of a fronted adverbial.
- Use inverted commas and other punctuation to indicate direct speech (e.g., a comma after the reporting clause; end punctuation within inverted commas).
- Include noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., *the teacher* expanded to *the strict maths teacher with curly hair*).
- Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use verb tenses consistently and correctly throughout their writing.
- Spell correctly most words from the year 3 / year 4 spelling list.
- Maintain the use of joined handwriting, ensuring legibility, consistency and quality.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- Write for a range of purposes and audiences, selecting the appropriate form (e.g., narrative, explanation, description) and drawing on what they have read as models for their own writing (e.g., structure).
- Use Standard English forms instead of local spoken forms (e.g., *we were* instead of *we was*, or *I did* instead of *I done*).
- Use apostrophes to mark plural possession (e.g., the girl's name, the girls' names) .

Year 5

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- Write for a range of purposes.
- Use paragraphs to organise ideas.
- In narratives, describe settings and characters.
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g., headings and sub-headings);
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
- Use inverted commas and other punctuation to indicate direct speech (e.g., a comma after the reporting clause; end punctuation within inverted commas).
- Spell correctly most words from the year 3 / year 4 spelling lists.
- Write legibly.

Working at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., appropriate levels of formality, directly addressing the audience in persuasive writing).
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character.
- Select vocabulary and grammatical structures that reflect what the writing requires (e.g., indicating degrees of possibility using adverbs or modal verbs).
- Use devices to build cohesion within a paragraph (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning and avoid ambiguity.
- Spell correctly some 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.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- 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., language and structure).
- Include relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or an omitted relative pronoun.
- Begin to show conscious control over levels of formality (e.g., using contracted forms in direct speech).

Year 6

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- Write for a range of purposes;
- Use paragraphs to organise ideas;
- In narratives, describe settings and characters;
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g., Headings, sub-headings, bullet points);
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly;
- Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list;
- Write legibly.

Working at the Expected Standard

Within independent writing, **in addition to the above**, the pupil can:

- 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;
- Integrate dialogue in narratives to convey character and advance the action;
- 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., Inverted commas and other punctuation to indicate direct speech);
- 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.

Working at Greater Depth

Within independent writing, **in addition to the above**, the pupil can:

- 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.