

Stanhope Primary School – Writing Progression Documents

Nursery – EYFS Framework and progression grid						
Name:		Class:		Year Group:		
<ul style="list-style-type: none">Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writingThe criteria work on a ‘best fit’ modelTo achieve ‘Expected’ within the year group all the bold statements should be highlighted, other statements may be highlightedCircle the relevant judgement on the assessment grid for the child.				Aut. 1	Not expected	Expected
				Aut. 2	Not expected	Expected
				Spr. 1	Not expected	Expected
				Spr. 2	Not expected	Expected
				Sum. 1	Not expected	Expected
				Sum. 2	Not expected	Expected
Grammar and punctuation (December March July)	Grammar, Punctuation <ul style="list-style-type: none">I can recognise a capital letter at the start of my name					
Spelling and Handwriting (December March July)	Spelling <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.Write some or all of their name.Write some letters accurately.I can identify sounds from my own name in other words.I can ascribe meaning to other marks, like on signage.I can start to write identifiable shapes and letters. Handwriting <ul style="list-style-type: none">I can randomly scribble on the page, sometimes with both hands.I can begin to balance when sitting.I can make connections between my actions and the marks being made.I can hold mark making equipment using the palmer grip.I can control the marks on the page.I can turn pages in a book.I can control equipment like a jug and show increasing control over tools like pencils and crayons.I can use a range of tools to make marks and show an interest in my own marks and others marks.					

	<ul style="list-style-type: none"> • I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. • I can use tools for mark making with control. • I can grip using five fingers or preferably two fingers and thumb for control. • I can use pincers, tweezers and threading equipment with increasing control and confidence. • I can copy shapes, letter and pictures.
Writing composition, structure and effect (December March July)	Composition <ul style="list-style-type: none"> • I can distinguish between the different marks I make. • I can start to give meanings to my marks. • I can tell an adult what I have drawn or painted.

Reception – EYFS Framework and progression grid						
Name:		Class:		Year Group:		
<ul style="list-style-type: none">Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writingThe criteria work on a ‘best fit’ modelTo achieve ‘Expected’ within the year group all the bold statements should be highlighted, other statements may be highlightedCircle the relevant judgement on the assessment grid for the child.				Aut. 1	Not expected	Expected
				Aut. 2	Not expected	Expected
				Spr. 1	Not expected	Expected
				Spr. 2	Not expected	Expected
				Sum. 1	Not expected	Expected
				Sum. 2	Not expected	Expected
ELG: Writing						
Children at the expected level of development will:						
<ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed;- Spell words by identifying sounds in them and representing the sounds with a letter or letters;- Write simple phrases and sentences that can be read by others.						
Grammar and punctuation (December March July)		Grammar, Punctuation <ul style="list-style-type: none">• I can recognise a capital letter at the start of my name• I can talk about sentences and start to write short sentences.• I can start to use full stops and capital letters in the correct places.- Write simple phrases and sentences that can be read by others.				
Spelling and Handwriting (December March July)		Spelling <ul style="list-style-type: none">• I can identify sounds from my own name in other words.• I can ascribe meaning to other marks like on signage.• I can start to write identifiable shapes and letters.• I can segment and blend the sounds in simple words and name sounds.• Spell words by identifying the sounds and then writing the sound with letter/s.- Spell words by identifying sounds in them and representing the sounds with a letter or letters. Handwriting <ul style="list-style-type: none">• I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.				

	<ul style="list-style-type: none"> • I can use tools for mark making with control. • I can grip using five fingers or preferably two fingers and thumb for control. • I can use pincers, tweezers and threading equipment with increasing control and confidence. • I can copy shapes, letter and pictures. • I can sit on a chair with a straight back and my feet on the floor. • I can control finer tools when playing with dough. • I can form recognisable letters, some of them correctly. • I can use a tripod grasp. • Form lower-case and capital letters correctly - Write recognisable letters, most of which are correctly formed;
Writing composition, structure and effect (December March July)	Composition <ul style="list-style-type: none"> • I can tell an adult what I have drawn or painted. • I can give meaning to my marks as I write. • I can create representations of people, events and objects. • I can use some identifiable letters to communicate meaning and uses them to write captions and labels. • I can read back my writing. • I can begin to rehearse what I write orally before writing. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. - Write simple phrases and sentences that can be read by others.

Year 1 – National Curriculum assessment and progression grid

Name:	Class:	Year Group:						
<ul style="list-style-type: none"> Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writing The criteria work on a ‘best fit’ model To achieve ‘Expected’ within the year group all the bold statements should be highlighted, other statements may be highlighted Circle the relevant judgement on the assessment grid for the child. <p>For children below Year 1 Emerging, please refer to the Early Learning Goals.</p>		Aut. 1	1.1	1.2	1.3	1.4	1.5	1.6
		Aut. 2	1.1	1.2	1.3	1.4	1.5	1.6
		Spr. 1	1.1	1.2	1.3	1.4	1.5	1.6
		Spr. 2	1.1	1.2	1.3	1.4	1.5	1.6
		Sum. 1	1.1	1.2	1.3	1.4	1.5	1.6
		Sum. 2	1.1	1.2	1.3	1.4	1.5	1.6

Vocabulary, grammar and punctuation	<p><u>Grammar:</u> <i>Refer to NC Appendix 2</i></p> <p><i>In some writing possibly with support, children will:</i></p> <ul style="list-style-type: none"> - Know how words can combine to make sentences. Use simple words, phrases clauses in sentence like structures to communicate meaning (I went to the shop, the caterpillar eat the leaves it get big) - Know single clause sentences are used, working towards straight forward subject/verb agreement - Know how to join words and join clauses using the conjunction ‘and’ <hr/> <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> - Know to leave spaces between words - To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - To begins to use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
Spelling and Handwriting	<p><u>Spelling:</u> <i>Refer to NC Appendix 1</i></p> <ul style="list-style-type: none"> - Some words containing previously taught phonemes are spelt accurately - To know the name the letters of the alphabet - To know how to spell the days of the week accurately - Some spelling rules and guidance (English Programme of study appendix for year 1) are accurately applied - Some accurate use of suffixes when adding –s or-es as the plural marker for nouns (dogs, wishes) and the third person singular plural for verbs (helping, helped, helper) - Can spell many high frequency words correctly - Can spell Year 1 common exception words - To know how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> - To begin to form lower-case letters in the correct direction, starting and finishing in the right place - Some capital letters are accurately formed

	<ul style="list-style-type: none"> - Forms digits 0-9 accurately
Writing composition, structure and effect	<p><i>In some writing possibly with support writes sentences by:</i></p> <ul style="list-style-type: none"> - To compose a sentence orally before writing it - Uses some appropriate (mostly simple) word choice to convey information and ideas e.g. story or topic related vocabulary (the policemen wore a helmet and a badge) - Sentences often start with simple subject/verb (I sat, dad went) - Can use adjectives for simple description (the giant has red hair) - Can use simple opening or closing phrases (often formulaic) may be used (One day, the next day, finally) - Some basic sequencing of ideas/events to form short narratives (e.g. use of simple time related words (fronted adverbials), numbers, ordering of pictures/captions) - Linking of ideas and events using connecting vocabulary e.g. through repetition of a conjunction, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on. We made a rocket and flames shot out and it went up high and it landed on the moon)
	<p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> - Can re-read what they have written to check that it makes sense. - Can discuss what they have written with the teacher or other pupils - Can read aloud their writing clearly enough to be heard by their peers and the teacher

Year 2 – National Curriculum assessment and progression grid

Name:	Class:	Year Group:						
<p>The bold statements relate to the Interim Teacher Assessment Framework for KS1. purple- working towards National Standard, Black working at National Standard, Green- working at greater depth.</p> <ul style="list-style-type: none">Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writing.The criteria works on a 'best fit' modelTo achieve 'Expected or Expected Standard' within the year group the purple and bolded black statements must be highlighted along with a range of other statementsTo achieve 'Working at Greater Depth' all of the purple, bold black and green statements must be highlightedCircle the relevant judgement on the assessment grid for the child <p>*Teachers should refer to the spelling appendix (Year 1 and Year 2) of the NC programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell</p>		Aut. 1	2.1	2.2	2.3	2.4	2.5	2.6
		Aut. 2	2.1	2.2	2.3	2.4	2.5	2.6
		Spr. 1	2.1	2.2	2.3	2.4	2.5	2.6
		Spr. 2	2.1	2.2	2.3	2.4	2.5	2.6
		Sum. 1	2.1	2.2	2.3	2.4	2.5	2.6
		Sum. 2	2.1	2.2	2.3	2.4	2.5	2.6
Vocabulary, grammar and punctuation	<p><u>Grammar: Refer to NC Appendix 2</u></p> <ul style="list-style-type: none">To be able to use some expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]To be able to use the present and past tense mostly correctly and consistentlyTo be able to use co-ordination (or, and, or but) and some subordination (when, if, that, because)To be able to add some detail through word choices appropriate to the task (e.g. technical vocabulary/topic specific vocabulary)To be able to uses the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbsTo be able to use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. <i>she is drumming, he was shouting</i>]							
	<p><u>Punctuation</u></p> <ul style="list-style-type: none">Can demarcate some sentences with capital letters and full stopsCan demarcate most sentences with capital letters and full stops,Can use question marks correctly when requiredCan use the full range of punctuation taught at Key Stage 1, mostly correctlyCan use capital letters for almost all proper nouns.Can use commas to separate items in a listCan use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.							
Spelling and Handwriting	<p><u>Spelling: Refer to NC Appendix 1</u></p> <ul style="list-style-type: none">Can segment spoken words into phonemes and represents these by graphemes, spelling some correctlyCan segment spoken words into phonemes and represents these by graphemes, spelling many correctly and making phonetically plausible attempts at othersCan spells some common exception wordsCan spel many common exception wordsCan spell most common exception words							

	<ul style="list-style-type: none"> - Can spell some words with contracted forms - Can add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly) - Spelling is mostly accurate, with only a few errors in more ambitious vocabulary <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> - Can form lower-case letters in the correct direction, starting and finishing in the right place - Can form lower-case letters of the correct size, relative to one another in some of the writing
Writing composition, structure and effect	<p><u>In writing:</u></p> <ul style="list-style-type: none"> - Are able to Plan or say out loud what they are going to write about - Can write sentences that are sequenced to form a short narrative, after discussion with the teacher - Can use different forms of sentences in their writing (statements, questions, exclamations, commands) - Can write simple, coherent narratives about personal experiences and those of others (real or fictional) - Can write about real events, recording these simply and clearly - Can write effectively and coherently for a range of different purposes, drawing on their reading to inform the vocabulary and grammar of their writing - Can use some simple variation in structure is shown, e.g. through use of adverbs / simple noun phrases (Today was exciting... Yesterday we went...red shoes) - Can begin to indicate viewpoint (The teacher was nice...apples are good for you...) - Can begin to attempt to organise and group related ideas or events together, e.g. by use of time related words; numbered points; headings, line breaks; use of pictures. - Can read aloud what they have written with the appropriate intonation to make the meaning clear <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> - Can re-read own writing to check for meaning and the correct and consistent use of tense, including verbs in the continuous/progressive form - Can proof read own writing to check for errors in grammar, punctuation and spelling - Can evaluate their writing according to purpose, the effectiveness of word choice, grammar and punctuation - Can make simple additions, revisions and proof reading corrections to their own writing

Year 3 – National Curriculum assessment and progression grid							
Name:	Class:	Year Group:					
<ul style="list-style-type: none"> Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writing The criteria works on a 'best fit' model To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted Circle the relevant judgement on the assessment grid for the child. 	Aut. 1	3.1	3.2	3.3	3.4	3.5	3.6
	Aut. 2	3.1	3.2	3.3	3.4	3.5	3.6
	Spr. 1	3.1	3.2	3.3	3.4	3.5	3.6
	Spr. 2	3.1	3.2	3.3	3.4	3.5	3.6
	Sum. 1	3.1	3.2	3.3	3.4	3.5	3.6
	Sum. 2	3.1	3.2	3.3	3.4	3.5	3.6
Vocabulary, grammar and punctuation	Grammar: Refer to NC Appendix 2 <ul style="list-style-type: none"> Can form nouns using a range of prefixes [for example super-, anti-, auto-] Can use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Know word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble] Can express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Can use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Can use fronted adverbials Can use commas after fronted adverbials e.g. The day after 						
	Punctuation: <ul style="list-style-type: none"> Sentences are demarcated accurately throughout the text, including question marks Begin to use commas to separate clauses Can begin to use inverted commas to punctuate direct speech 						
Spelling and Handwriting	Spelling: Refer to NC Appendix 1 <ul style="list-style-type: none"> Can identify homophones and near-homophones Can spell some of the words on the Year 3/4 list Can check spellings using a dictionary independently 						
	Handwriting: <ul style="list-style-type: none"> Can use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent, are best left unjoined 						

Year Group:							
Aut. 1	3.1	3.2	3.3	3.4	3.5	3.6	
Aut. 2	3.1	3.2	3.3	3.4	3.5	3.6	
Spr. 1	3.1	3.2	3.3	3.4	3.5	3.6	
Spr. 2	3.1	3.2	3.3	3.4	3.5	3.6	
Sum. 1	3.1	3.2	3.3	3.4	3.5	3.6	
Sum. 2	3.1	3.2	3.3	3.4	3.5	3.6	

Writing composition, structure and effect	<u>Can plan writing by:</u> <ul style="list-style-type: none"> - Can think aloud to explore and collect ideas
	<u>Can draft and write by:</u> <ul style="list-style-type: none"> - Can compose and rehearse sentences, progressively building a rich vocabulary e.g. Some detail / description of events or ideas expanded through vocabulary (adverbs, adjectives,) or explanation. Some vocabulary selected for effect or appropriateness to task. - Can use simple organisational devices in non-narrative texts e.g. headings, sub headings, bullet points - Can develop settings, characters and plot in narratives – use expanded noun phrases to create detail - Can organise ideas simply with a fitting opening and closing, sometimes linked - Can make some attempts to sequence ideas logically e.g. organise related ideas in sections or paragraphs - Can use simple adverbials / pronouns may link sentences, sections or paragraphs (<i>when we got there, after that</i>). - Can show some awareness of purpose through selection of relevant content and an attempt to interest the reader. - Can select features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions. - Can make some variation, generally accurate, in tense and verb forms e.g. past, present and simple future
	<u>Evaluate and edit by:</u> <ul style="list-style-type: none"> - Can assess the effectiveness of their own and others' writing and suggesting improvements - Can make changes to grammar and vocabulary to improve consistency

Year 4 – National Curriculum assessment and progression grid

Name:

Class:

Year Group:

- Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writing
- The criteria works on a 'best fit' model
- To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted
- Circle the relevant judgement on the assessment grid for the child

Aut. 1	4.1	4.2	4.3	4.4	4.5	4.6
Aut. 2	4.1	4.2	4.3	4.4	4.5	4.6
Spr. 1	4.1	4.2	4.3	4.4	4.5	4.6
Spr. 2	4.1	4.2	4.3	4.4	4.5	4.6
Sum. 1	4.1	4.2	4.3	4.4	4.5	4.6
Sum. 2	4.1	4.2	4.3	4.4	4.5	4.6

Vocabulary, grammar and punctuation

Grammar: Refer to NC Appendix 2

- Can extend the range of sentences used with more than one clause by using a wider range of conjunctions, including when, if, because although
- Can use conjunctions, adverbs and prepositions to express time and cause
- Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Can expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Can use 's' to show plural and possession.
- Knows Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]
- Understands the following terminology determiner, pronoun, possessive pronoun and adverbial
-

Punctuation

- **Can demarcate sentences accurately throughout the text, including question marks and can proof read to check punctuation**
- **Can use commas accurately in lists and to demarcate clauses, although this might not always be accurate**
- **Can use inverted commas and other punctuation to indicate direct speech**
- Can use apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*]
- **Uses commas after fronted adverbials**
-

Spelling and Handwriting

Spelling: Refer to NC Appendix 1

- **Is able to add suffixes beginning with vowel letters to some words of more than one syllable e.g. limiting, limited,**
- Can use the possessive apostrophe on plurals
- Can spell homophones and near-homophones
- **Can spell most of the words on the Year 3/4 list**

	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Can increase the legibility and quality of their handwriting, e.g. downstrokes are parallel and equidistant; lines of writing are spaced so that the ascenders and descenders do not touch -
Writing composition, structure and effect	<p><u>Can plan writing by:</u></p> <ul style="list-style-type: none"> • Can consider structure, vocabulary and grammar
	<p><u>Can draft and write by:</u></p> <ul style="list-style-type: none"> - Ideas and events developed through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis. - Can organise content within paragraphs- main idea usually supported or elaborated on; - Can make some attempts to sequence ideas logically but overall direction of writing may not always be clearly signalled - Can develop settings, characters and plot in narratives, - Main purpose of the writing is clear but not always consistently maintained -some awareness of purpose through selection of relevant content and an attempt to interest the reader. - Features of text type / genre are appropriate to the task, e.g. choice of tense/verb form; layout; formality. Ideas may be adapted, e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report. - Can express viewpoint but may not be maintained. - Can show an increasing variety in length, subject or subject of sentences Some sentence variation created, e.g. direct speech; simple adverbials (we played after tea... it was scary in the tunnel). - Can make some variation in sentence structure through a range of openings, e.g. adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech. - Can show generally accurate variation in tense and verb forms appropriate to the task including some use of modals (can, will). -
	<p><u>Can evaluate and edit by:</u></p> <ul style="list-style-type: none"> - Can make changes to grammar and vocabulary to improve consistency - Can proof read to check and edit grammar -

Year 5 – National Curriculum assessment and progression grid

Name:	Class:	Year Group:						
<ul style="list-style-type: none"> - Highlight the statements children have met – there should be examples of evidence across more than 1 piece of writing - The criteria works on a 'best fit' model - To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted - To achieve secure Year 5 the purple statements should be highlighted (these statements are from the interim framework for year 6 working towards the standard) - Circle the relevant judgement on the assessment grid for the child or group <p>Purple Bold statements relate to National Standard at the end of KS2 according to the Interim Framework for Teacher Assessment (Working towards Expected Y6)</p>		Aut. 1	5.1	5.2	5.3	5.4	5.5	5.6
		Aut. 2	5.1	5.2	5.3	5.4	5.5	5.6
		Spr. 1	5.1	5.2	5.3	5.4	5.5	5.6
		Spr. 2	5.1	5.2	5.3	5.4	5.5	5.6
		Sum. 1	5.1	5.2	5.3	5.4	5.5	5.6
		Sum. 2	5.1	5.2	5.3	5.4	5.5	5.6

**Vocabulary,
grammar and
punctuation**

Grammar: Refer to NC Appendix 2

- **Can use coordinating (and, but, or) and subordinating (if, when because, since, even though) conjunctions**
- **Can use different verb forms mostly accurately**
- **Can use some variation in sentence structure through a range of openings, e.g. adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.**
- Can use expanded noun phrases to convey complicated information concisely
- Can convert nouns or adjectives into verbs using suffixes [for example -ate; -ise; -ify]
- Can use verb prefixes [for example, dis-, de-, mis-, over- and re-]
- **Can use different sentence types, e.g. questions, direct / reported speech, commands used appropriately.**
- Can use passive verbs to affect the presentation of information in a sentence
- Can use modal verbs or adverbs to indicate degrees of possibility
- **Can begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun**
- Can use and apply the following terminology: modal verb, relative pronoun, relative, clause parenthesis, bracket, dash, cohesion, ambiguity

Punctuation - On most occasions

- Can use capital letters, full stops, question marks, exclamation marks, commas for list and apostrophes for contractions mostly correctly
- Can accurately use commas to demarcate clauses to clarify meaning or avoid ambiguity
- Can use brackets, dashes or commas to indicate parenthesis
- Can use a colon to introduce a list
- Can make some correct use of semi-colons within lists
- Can punctuate bullet points consistently

Vocabulary

- Can choose vocabulary for effect - some use of stylistic features support purpose, e.g. formal / informal vocabulary; appropriate use of similes.

	<ul style="list-style-type: none"> Can use reasonably wide range of vocabulary , though not always appropriately
Spelling and Handwriting	<p><u>Spelling: Refer to NC Appendix 1</u></p> <ul style="list-style-type: none"> Can spell most Yr 3 and 4 words correctly Can spell some Yr 5 and 6 words correctly Can use further prefixes and suffixes and understand the guidance for adding them e.g. Adding suffixes beginning with vowel letters to words ending in –fer e.g. referring, reference Can continue to distinguish between homophones and other words which are often confused Can use dictionaries to check the spelling and meaning of words Can use a thesaurus <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Can produce legible handwriting Can choose the writing implement that is best suited for a task
Writing composition, structure and effect	<p><u>Can plan writing by:</u></p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p><u>Can draft and write by:</u></p> <ul style="list-style-type: none"> Can write for a range of purposes and audiences Can describing settings and characters Can use paragraphs to organise ideas Can use some cohesive devices within and across sentences and paragraphs Can use adverbials to link ideas across paragraphs using adverbials of time, place and number or tense choices. Can make purpose of writing clear and generally maintained with some effective selection and placing of content to inform / engage the reader Can establish and generally maintain viewpoint. Can organise through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings Can select appropriate grammar and vocabulary Can select appropriate openings and closing which may be linked In non-narrative writing, use simple devices to structure the writing and support the reader (e.g headings, sub-headings, bullet points) <p><u>Can evaluate and edit by:</u></p> <ul style="list-style-type: none"> Can assess the effectiveness of others and own writing Can ensure the consistent and correct use of tense throughout a piece of writing Can ensure correct subject and verb agreement when using singular and plural, Can distinguish between the language of speech and writing (formal and informal) Can proof-read for spelling and punctuation errors

		<u>Can perform own composition by:</u> <ul style="list-style-type: none">Can use appropriate intonation, volume and movement so meaning is clear									
Year 6 – National Curriculum assessment and progression grid											
Name:		Class:			Year Group:						
The bold statements relate to the Interim Teacher Assessment Framework for KS2. purple- working towards National Standard, Black working at National Standard, Green- working at greater depth. <ul style="list-style-type: none">Highlight the statements children have met - there should be examples of evidence across more than 1 piece of writingThe criteria works on a 'best fit' modelTo achieve 'Expected or National Standard' within the year group the purple and bolded black statements must be highlighted along with a range of other statementsTo achieve 'Working at Greater Depth' all of the purple, bold black and green statements must be highlightedCircle the relevant judgement on the assessment grid for the child or group Enter the correct numerical value onto the tracker each term					Aut. 1	6.1	6.2	6.3	6.4	6.5	6.6
					Aut. 2	6.1	6.2	6.3	6.4	6.5	6.6
					Spr. 1	6.1	6.2	6.3	6.4	6.5	6.6
					Spr. 2	6.1	6.2	6.3	6.4	6.5	6.6
					Sum. 1	6.1	6.2	6.3	6.4	6.5	6.6
					Sum. 2	6.1	6.2	6.3	6.4	6.5	6.6
Vocabulary, grammar and punctuation		<u>Grammar: Refer to NC Appendix 2</u> <ul style="list-style-type: none">Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g using the contracted forms in dialogues in narrative; using the passive voice to affect how information is presented; using modal verbs to suggest degrees of possibility)Can use verb tenses consistently and correctly throughout their writingCan appropriately use formal or informal language in their writing [for example, find out – discover; ask for – request; go in – enter]Can use a wide range of clause structures, sometimes varying their position within the sentenceCan use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision and convey complicated information conciselyCan select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningCan exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve thisCan select verb forms for meaning and effect (It would be helpful if you could let me know, as this will enable me to take further action).Can convert nouns or adjectives into verbs using suffixes e.g. ate; –ise; –ifyCan use a variety of sentence lengths, structures and subjects to help expand ideas, convey key issues/facts or provide emphasis, detail and description.Can make assured use of sentences containing more than one subordinate clause to elaborate and to specify relationships between ideasCan use the perfect form of verbs to mark relationships of time and cause (Past Perfect – I had seen it, Present Perfect – I have seen it, Future Perfect – I will have seen it)Can use the subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech.Can use modifiers to qualify, intensify or emphasise (exceptional result, insignificant amount).									

	<ul style="list-style-type: none"> • Can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Knows the following terminology: subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Can use the range of punctuation taught at KS2 mostly correctly (e.g inverted commas and other punctuation to indicate direct speech) • Some correct use of the semi-colon, colon and dash and hyphens to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Can use colons to introduce a list and use semi-colons within lists, which are punctuated correctly. • Can use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark]. • Can use the full range of punctuation taught at KS2 correctly (e.g semi-colons, colons, dashes, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Can choose vocabulary for effect e.g. alliteration, metaphors, puns, emotive phrases. • Can use a wide range of vocabulary • Can use a range of stylistic features contribute to the effect of the text, e.g. rhetorical questions; repetition for effect; figurative language.
Spelling and Handwriting	<p><u>Spelling: Refer to NC Appendix 1</u></p> <ul style="list-style-type: none"> • Can spell most of the words on the Year 5 and 6 wordlist correctly • Can use a dictionary to check the spelling of unusual or ambitious vocabulary • Use knowledge of morphology and etymology and understand that the spelling of some words needs to be learnt specifically • Can accurately spell prefixes and suffixes as listed in Appendix 1 Yrs 5 and 6 • Can spell most words with silent letters • Accurate spelling, with only occasional errors in more ambitious vocabulary • Can understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Writing composition, structure and effect	<p><u>Can plan writing by:</u></p> <ul style="list-style-type: none"> • Can Note and develop initial ideas, drawing on reading and research where necessary • Can considering how other authors have developed characters and setting when writing narratives

	<p><u>Can draft and write by:</u></p> <ul style="list-style-type: none"> • Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. Use of first person in a diary, direct address in instructions and persuasive) • Can use a range of devices to build cohesion e.g. pronouns; adverbials of time and place; conjunctions; pronouns; word repetition; grammatical connections [for example adverbials – on the other hand]; ellipsis and synonyms • In narratives can, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action • 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) • Can distinguish between the language of formal and informal speech and writing and choose the appropriate register [for example the use of question tags: He's your friend, isn't he? • Can summarise longer passages • Can established and controlled viewpoint with some development of opinion, attitude, position or stance. • Can use paragraphs and sections to organise content; main idea usually supported or elaborated on • Overall organisation of the text is controlled to take account of the reader's possible reaction / questions / opinion, e.g. use of flashback in narrative; placing of information according to importance; balancing perspectives or points of view; sequencing of events or ideas. <p><u>Can evaluate and edit by:</u></p> <ul style="list-style-type: none"> • Can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Drafts include <i>deliberate</i> choices of grammar and vocabulary to change and enhance meaning for the intended effect • Can proof-read for spelling and punctuation errors • <i>Can perform own composition by:</i> • Can use appropriate intonation, volume and movement so meaning is clear
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