

## Consolidated Assessment Criteria: Writing (Year 1)

| Transcriptional  | Composition   |
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| <ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters and the digits 0-9</li><li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</li><li>• Identify known phonemes in unfamiliar words</li><li>• Use syllables to divide words when spelling</li><li>• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling</li><li>• Use the spelling rule for adding s or es for verbs in 3<sup>rd</sup> person singular</li><li>• Name the letters of the alphabet in order</li><li>• Use letter names to show alternative spellings of the same phoneme</li></ul> | <ul style="list-style-type: none"><li>• Compose a sentence orally before writing it</li><li>• Sequence sentences to form short narratives</li><li>• Sequence sentences in chronological order to recount an event or an experience</li><li>• Re-read what they have written to check that it makes sense</li><li>• Leave spaces between words</li><li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li><li>• Use 'and' to join sentences together</li><li>• Know how the prefix 'un' can be added to words to change meaning</li><li>• Use the suffixes: s, es, ed, er and ing within their writing</li></ul> |

## Consolidated Assessment Criteria: Writing (Year 2)

### Transcriptional

- Segment spoken words into phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones
- Spell longer words using suffixes such as ment, ness, ful, less, ly
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

### Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- Use subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)
- Use present and past tenses correctly and consistently including the progressive form

### Consolidated Assessment Criteria: Writing (Year 3)

#### Transcriptional

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

#### Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

### Consolidated Assessment Criteria: Writing (Year 4)

#### Transcriptional

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

#### Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair.'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

## Consolidated Assessment Criteria: Writing (Year 5)

### Transcriptional

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| <ul style="list-style-type: none"><li>• Form verbs with prefixes, for example, dis, de, mis, over and re</li><li>• Convert nouns or adjectives into verbs by adding a suffix, for example, ate, ise, ify</li><li>• Understand the general rules for adding prefixes and suffixes above</li><li>• Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i></li><li>• Distinguish between homophones and other words which are often confused</li><li>• Spell identified commonly misspelt words from Year 5 and 6 word list</li></ul> | <ul style="list-style-type: none"><li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• Use a thesaurus</li><li>• Use a range of spelling strategies</li><li>• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li><li>• Choose the writing implement that is best suited for a task</li></ul> |
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### Composition

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| <ul style="list-style-type: none"><li>• Use commas to clarify meaning or avoid ambiguity in writing</li><li>• Use brackets, dashes or commas to indicate parenthesis</li><li>• Assess the effectiveness of their own and others' writing</li><li>• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• Ensure the consistent and correct use of tense throughout a piece of writing</li><li>• Ensure correct subject and verb agreement when using singular and plural</li><li>• Distinguish between the language of speech and writing</li><li>• Distinguish between the formal and informal spoken and written language</li><li>• Proof-read for spelling and punctuation errors</li><li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li><li>• Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs</li><li>• Use modal verbs or adverbs to indicate degrees of possibility</li></ul> | <ul style="list-style-type: none"><li>• Know the audience for and purpose of the writing</li><li>• Use the features and structures of text types taught so far</li><li>• Use grammatical features and vocabulary appropriate for the text types taught so far</li><li>• Start sentences in different ways, use sentence starters to highlight the main idea</li><li>• Develop characters through action and dialogue</li><li>• Establish viewpoint as the writer through commenting on characters or events</li><li>• Show how grammar and vocabulary choices create impact on the reader. Add well-chosen detail to interest the reader</li><li>• Choose vocabulary to engage and impact on the reader</li><li>• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification</li><li>• Summarise a paragraph or event</li><li>• Organise writing into paragraphs to show different information or events</li><li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li></ul> |
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## Consolidated Assessment Criteria: Writing (Year 6)

### Transcriptional

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| <ul style="list-style-type: none"><li>• Convert verbs into nouns by adding suffixes, for example, tion, ure</li><li>• Distinguish between homophones and other words which are often confused</li><li>• Spell identified commonly misspelt words from Year 5 and 6 word list</li><li>• Understand that the spelling of some words needs to be learnt specifically</li><li>• Use dictionaries to check the spelling and meaning of words</li></ul> | <ul style="list-style-type: none"><li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• Use a thesaurus</li><li>• Use a range of spelling strategies</li><li>• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li><li>• Choose the writing implement that is best suited for a task, e.g. quick notes, letters</li></ul> |
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### Composition

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| <ul style="list-style-type: none"><li>• Identify the audience for and purpose of the writing</li><li>• Choose the appropriate form and register for the audience and purpose of the writing</li><li>• Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect</li><li>• Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed</li><li>• Use developed noun phrases to add detail to sentences</li><li>• Use the passive voice to present information with a different emphasis</li><li>• Use commas to mark phrases and clauses</li><li>• Sustain and develop main ideas logically in narrative and non-narrative writing</li><li>• Use character, dialogue and action to advance events in narrative writing</li><li>• Summarise text, conveying key information</li><li>• Write paragraphs with a topic sentence that clearly signal a change in, for example, subject, time, place, event</li></ul> | <ul style="list-style-type: none"><li>• Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining</li><li>• Assess the effectiveness of their own and others' writing</li><li>• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• Ensure the consistent and correct use of tense throughout a piece of writing</li><li>• Ensure correct subject and verb agreement when using singular and plural</li><li>• Distinguish between the language of speech and writing</li><li>• Distinguish between the correct subject and verb agreement when using singular and plural</li><li>• Distinguish between the language of speech and writing and choose the appropriate register</li><li>• Proof-read for spelling and punctuation errors</li><li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li></ul> |
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