

Year 1 Writing

Start	Emerging	MET-	MET	MET+	Deep
	←	<p>Independent writing shows some features of the given text type when writing about personal experiences and those of others (real and fictional), writing about real events and writing poetry, however pieces may not always maintain form. The writer rehearses what they are going to write about and composes sentences orally before writing them. Sentences build short narratives, with some evidence of simple clauses. Spellings set out in Appendix 1 are mainly accurate including days of the week. The use of punctuation marks outlined in Y1 Appendix 2 is starting to develop. Letters and numbers are mostly formed accurately. Writing is read out loud to check it makes sense.</p> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> • Single clause sentences are sequenced to form short narratives. • Some use of simple co-ordination is evident using 'and' to join clauses. • Beginning to punctuate sentences using capital letters and a full stops, question marks or exclamation marks. • Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • <u>Children to be taught simple present, past and future tenses (not necessarily using the terminology)</u> • Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 Appendix 1. • Days of the week are spelt accurately. • -s/-es is used for plurals and there is increasingly accurate use of the prefix un- and suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of the root word. [eg helping, helped, helper, eating, quicker, quickest]. • Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. • Capital letters and digits 0 to 9 are mostly formed and orientated accurately. • There is some consistency in the size and spacing of digits and letters throughout the writing. • Spacing between words is mostly appropriate. • Writing is read out loud to check it makes sense and some changes made independently. 		→	
<ul style="list-style-type: none"> • When writing about personal experiences and real events, the writer can talk about what they are going to write about. • Writing demonstrates single simple sentences. • There is some evidence of playing with punctuation marks. • Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1). • Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. • Capital letters and digits 0 to 9 are mostly formed and orientated accurately. • The writer reads out loud to check it makes sense and changes made with support. 				<ul style="list-style-type: none"> • Writing is beginning to demonstrate an understanding of features of different text types, with some independent choices being made accordingly. • Form is increasingly maintained across writing. • Some playing with punctuation and grammar beyond their PoS is evident. • The writer independently sustains ideas across short narratives. • Competent use of co-ordination is evident in independent writing. • The writer is realising that repetitive use of 'and' becomes boring for the reader. • Writing shows some awareness of other words that can join clauses as drawn from their wider reader. • Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions. • Spelling rules are beginning to be independently applied in their own writing with increasingly accuracy. • Lower case, capital letters and numbers are formed and orientated accurately. Consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is mostly appropriate. • Writing is checked and improved with independence. 	

Year 3 Writing

Start	Emerging	MET-	MET	MET+	Deep
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<ul style="list-style-type: none"> Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given. Plot, settings and characters from their own reading, or given structures are used as the basis of their own narrative writing. In non-narratives, related information is starting to be presented together when scaffolded. Writing uses a range of sentences with different structures & functions. Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing. Tenses are chosen accurately and used consistently. Present perfect form is starting to be used when scaffolded (e.g. He has gone out to play vs. He went out to play). Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent. Spellings for Y1 & Y2 in Appendix 1 are usually accurate and more complex spellings are phonetically plausible. Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate. Handwriting is legible and consistent in size and spacing with increasing attempts to join letters. Writing is self-checked for errors in spelling, grammar and punctuation and meaning. With support simple improvements to grammar and vocabulary in others' writing are suggested. 	<p>Independent writing effectively uses features of the given form and is appropriate to audience, purpose and context. Ideas from across their reading influence their writing. By adding detail, the writer brings settings and characters to life along with a coherent plot. Adverbs and prepositions enhance meaning and sentences are extended using a range of conjunctions. Paragraphs group related information in non-narratives. Spellings set out in Y3 Appendix 1 are mostly accurate, with spelling of more complex words being phonetically plausible. Punctuation in line with Y3 Appendix 2 is almost always accurate, including some use of inverted commas. Handwriting is legible, including when joining. The writer can evaluate writing and suggest improvements.</p>		<p>Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.</p> <ul style="list-style-type: none"> In narratives, plot, settings and characters are successfully created in more creative ways, supported well by character dialogue. In non-narratives, paragraphs are used effectively to group information and related material to aid cohesion. Some playing with grammar and devices beyond their PoS is evident. Writing demonstrates competent use of a range of sentence structures, including those with more than one clause. Writing shows conscious independent choices around adverbs and prepositions for particular effect. Writing maintains tense, with the writer independently switching tense where appropriate (e.g. flashback). Use of common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " ", " " John shouted) Spelling is mostly accurate, including that of more ambitious vocabulary choices. Handwriting is increasingly legible and consistent, including fluent joining. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary. 		

Year 4 Writing

Start	Emerging	MET-	MET	MET+	Deep
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<ul style="list-style-type: none"> • Writing effectively uses features of the given form and is appropriate to audience, purpose and context. • In narratives increasingly detailed settings, characters are created around a coherent plot. • Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion. • In non-narratives, paragraphs group related information. • With support further devices are used to aid presentation of information. • Basic grammar is accurate, but sometimes reflects local spoken forms. • Writing demonstrates competent use of a range of sentence structures, including those with more than one clause. • A range of word and phrase choices enhance meaning and avoid repetition. • Tenses are chosen accurately and used consistently. • Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes and inverted commas). Corrections are made with support. • Spellings set out in Y1-Y3 Appendix 1 are usually accurate, with more complex spellings are phonetically plausible. • There is some evidence of root words being used to spell longer words. • Homophones are sometimes confused. • Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined. • Writing is self-checked for errors in spelling, grammar and punctuation and meaning. • With support simple improvements to ideas and content in others' writing are suggested. 	<p>Independent writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows increasing cohesion. Detail adds interest for the reader, including use of fronted adverbials and sentences with more than one clause. Spelling in increasingly accurate in line with Y3/4 Appendix 1. Tenses are maintained and common punctuation as set out in Y3/4 Appendix 2 is accurate. Paragraphing is used to group ideas. Spelling, punctuation and grammar errors are often self-corrected at the re-drafting stage.</p> <ul style="list-style-type: none"> • In narratives, more detailed settings, characters are created along with a coherent plot. • Conjunctions, adverbs and prepositions are used to express time, place or cause. • Fronted adverbials add detail. • Paragraphs are used to group related ideas. • In non-narratives, simple organisational devices, including headings and sub-headings aid presentation. • Basic grammar is accurate reflecting written Standard English instead of local spoken forms. • Use of plurals (-s/es) and possessive apostrophe is mainly accurate. • Writing often demonstrates a range of conjunctions, including <i>when, if, because & although</i>, to write sentences containing more than one clause. • Noun or pronouns are used to add clarity and cohesion or avoid repetition. • Fronted adverbials are used accurately. • Tense choice is accurate and maintained. Tenses change where appropriate. • <u>Children to use and understand the present, future and past perfect tenses</u> • Common punctuation in line with Y3/4 Appendix 2 is accurate, including: <ul style="list-style-type: none"> ○ Commas after fronted adverbials; ○ Punctuation of direct speech. • Grammar errors are often self-corrected at the redrafting stage. • Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt. • Possessive apostrophe is used accurately in words with regular plurals [eg <i>girls', boys'</i>] and in words with irregular plurals [eg <i>children's</i>]. • Handwriting is increasingly legible and consistent, including fluent joining. • Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content. 	<ul style="list-style-type: none"> • Writing demonstrates a deep understanding of a range of taught text types, with appropriate choices being made independently as to form, audience, purpose and context. • Writing maintains an appropriate form and cohesion throughout, including writing across the curriculum. • In narratives detailed description and strong word choices add detail and create atmosphere. • Independent use of effective paragraphing adds cohesion and aides the reader. • Non-narratives are structured in a logical way, ensuring cohesion across the piece. • Well-chosen detail and presentation engages the reader throughout. • Some playing with grammar, devices and structure beyond their PoS is evident. • Grammar is accurate reflecting written Standard English. • Word and phrase choices, including competent use of fronted adverbials, bring the writing to life. • Writing demonstrates fluent use of common punctuation. • Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families. • Handwriting is legible and consistent, including fluent joining with increasing speed. • Constructive evaluation is backed by reasons for their suggestions. 			

Year 5 Writing

Start	Emerging	MET-	MET	MET+	Deep
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<ul style="list-style-type: none"> • Writing demonstrates an understanding of a range of taught text types. • Writing is appropriate to audience, purpose and context, and shows cohesion. • Structure and organisation is starting to be informed purpose and context with support. • In narrative writing settings, characters and plot are created successfully. • Ideas are linked within paragraphs (e.g. then, after, later) • With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader. • Basic grammar is accurate reflecting written Standard English instead of local spoken forms. • Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. • A range of sentences containing more than one clause is used. • Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece. • Punctuation is mostly accurate. • Some use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is sometimes accurate, but not always secure. • Spelling in line with Y1-Y4 of Appendix 1 is usually accurate. • A range of strategies are used to spot possible inaccuracies in their spelling. • Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. • Writing is self-checked for errors in spelling, grammar and punctuation and meaning. • With support simple improvements to structure and organisation of others' writing are suggested 	<p>Independent writing demonstrates understanding of a range text type; maintaining form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context. Ideas are developed, including use of relative clauses. Tenses are appropriate and sustained. Spelling is accurate in line with Y5 Appendix 1. A range of punctuation is used accurately as set out in Appendix 2. Devices are used to build cohesion within paragraphs and across the whole piece, including tense choice. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.</p> <ul style="list-style-type: none"> • In narrative writing settings, characters and plot are created successfully. • Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby) • In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). • Ideas are linked across paragraphs. • Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. • Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. • Relative clauses successfully add detail and description. • Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). • Fronted adverbials are used to vary sentence structure. • Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before). • The range of punctuation set out in Y5 Appendix 2 is used accurately, including: <ul style="list-style-type: none"> ○ commas after fronted adverbials; ○ possessive apostrophes for plural nouns; ○ punctuation of direct speech. • Spelling in line with Y5 Appendix 1 is usually accurate, including further homophones and those which use common pre-fixes and suffixes. • Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling. • Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed. • Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation. 	<ul style="list-style-type: none"> • The writer independently uses varied and rich vocabulary and a range of sentence structures. • Structure and organisation of writing is carefully chosen to reflect audience, purpose and context, • Across a range of genres rich settings, atmosphere, characters and plot are created successfully and consistently. • In non-narrative writing demonstrates well-chosen devices to present information and guide the reader. • The writer demonstrates great awareness of shaping paragraphs. • Some playing play with grammar, devices and structure beyond their PoS is evident. • The writer demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood. • The writer demonstrates fluent and appropriate use of punctuation, including some attempts to create effect. • Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules. • Any spelling errors are generally self-corrected during proof reading. • Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed. • Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation. 			

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