St Ann's J & I School Assessing Writing

Defining B.A.D

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Assessment criteria for writing

Milestone 1

Key – Year 1 ARE Year 2 ARE Year 3 ARE Year 4 ARE Year 5 ARE Year 6 ARE   * NB, to achieve Year 2 ARE, pupils would need Year 1 ARE statements also. This is also the same for years 4 (need year 3) & 6 (need year 5).

Milestone 1 – Yellow highlight & bold & underline = WTS statements from Y2 TAF; Green highlight bold & underline = EXS statements from Y2 TAF; Green text – bold & underline = GDS statements from Y2 TAF.

Aspect of Writing	Learning Objective	Basic	Advancing	Deep
	Composition and effect			
Writing with purpose	Form and record sentences	After discussion with the teacher, write simple sentences which can be read by self and others.	Write simple sentences which can be read by others.	
	Sequence sentences	**_After discussion with the teacher, write simple sentences that are sequenced to form a short narrative (real or fictional)._**	**_After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others._**	
	Recount real events	**_After discussion with the teacher, write sentences about real events._**	**_Write about real events, recording these simply and clearly._**	
	Recognise the purpose for the writing and write sentences that reflect the purpose of the writing (ie, to entertain, to instruct, to inform… etc)	Has been introduced to and can talk about the purpose of different text types with an adult.	Through discussion with the teacher , recognise that writing has many purposes and begin to identify what these are. After discussion with the teacher, write sentences that reflect **some** of these different purposes.	**_After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing._**
	Select vocabulary to add detail and for effect (including adjectives, pronouns, nouns for variety and adverbs)	Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary (the policeman wore a helmet and badge): simple description (the giant has red hair). Adjectives, adverbs and pronouns are beginning to be used	Some detail included through adventurous word choice appropriate to the task (a big, hairy caterpillar…. Mr Jones looked cross…… bears are fierce……) Adjectives, adverbs and pronouns are well chosen for effect	Detail is included through adventurous word choices which are appropriate to the task. Adjectives, adverbs and pronouns are imaginative and chosen well to give interest to the reader.
	Writing shows awareness of the purpose and content reflects this.	Some awareness of basic ideas and content usually linked to the task, e.g. a formulaic opening / ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions.	Some awareness of purpose with ideas and content usually relevant to the task, e.g. informative points in a report; memories in a recount; sequence of events in a story – possibly repetitive or sparse with limited awareness of the reader.	
	Develop and indicate viewpoint in writing		Viewoint may be indicated by simple comments or actions (e.g. The teacher was nice …… apples are good for you….)	Viewpoint is expressed (this may not always be maintained)
Tense and verb forms	Use the correct tenses.	Use present and past tense mainly correctly and consistently.	**_Use present and past tense mostly correctly and consistently._**	Tenses are used correctly and consistently throughout a piece of writing (including where used, the progressive verb form)
		Standard English is demonstrated in subject-verb agreement of the verb to be (e.g. we were as opposed to we was), in speech	Standard English is demonstrated in subject-verb agreement of the verb to be (e.g. we were as opposed to we was) in writing.	Subject verb agreement of the verb to be is consistently accurate in writing.

Organisation of writing	Organise writing in line with its purpose.	After discussion with the teacher / using a scaffold, writing is organised in line with its purpose.	After discussion with the teacher, Writing is generally organised appropriately.	Writing has a clear organisational structure. (Prompts and guidance are not required.)
		Ideas and events are beginning to be sequenced logically	Ideas and events are sequenced logically.	There is some attempt to group related ideas together.
		A simple opening and / or ending (e.g. Once upon a time….. Yesterday we made cakes …… Dear Santa…… Then we went home……)	A brief introduction (opening) and ending are usually signaled.	

Aspect of writing	Learning Objective	Basic	Advancing	Deep
Sentence structure, clauses and conjunctions	Join sentences with conjunctions and connectives.	Use co-ordinating conjunction 'and' to join some main clauses together.	*Use co-ordination (e.g. and / but / or) and SOME subordination (e.g. when, if, that / because) to join clauses.*	Sentences are linked with a good range of conjunctions and connectives, appropriately and correctly.
	Uses different sentence structures for effect	Forms and records simple sentences correctly.	Writing includes simple, compound and complex sentences – mostly correctly structured.	Writing shows good control over sentence structure. Complex sentences may indicate cause or time.
	Uses different sentence forms in line with the purpose of the writing (PaG)	Forms and records simple statements and questions	Forms and records statements, questions, exclamations and commands within writing, in line with the purpose.	Writing shows control over different sentence forms and applies these for effect within writing. (eg, a command in dialogue in a narrative, a question for the reader…)
	Vary the way sentences begin.	When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.	Sentences begin in a variety of ways. (use of pronouns, time adverbials – such as first, next etc…)	Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.

		Transcription		
Handwriting	To write letters correctly	==*__Form lower case letters in the correct direction (starting and finishing in the right place).__*==	Lower case letters show correct formation. (starting and finishing in the correct place), with correct size – relative to each other & capital case letters.	Lower case letters are correctly formed, with a definite sense of control.
		==*__Form lower case letters with correct size – relative to one another in some writing__*==	==*__Form capital letters and digits of the correct size, orientation and relationship to each other and to lower case letters.__*== (green highlight)	All letters and digits are written with a definite sense of control and this is applied into other writing activities.
		Capital letters are beginning to show correct formation. (starting and finishing in the correct place), with correct size – relative to one another.	Capital letters show correct formation. (starting and finishing in the correct place), with correct size – relative to each other & lower case letters. .	Upper case letters are correctly formed, with a definite sense of control.
	To write digits 0–9 correctly	Form digits 0–9 correctly	Digits are generally formed correctly and consistently (starting and finishing in the correct place), with correct size – relative to each other & letters.	Digits are correctly formed, with a definite sense of control.
	Begin to join some letters.	Letters have joining lines (flicks) on (where needed).	Some letters are joined.	*__Use diagonal and horizontal joins to join some letters correctly and consistently.__* (green)
	To write with correct spacing	==*__Use spacing between words__* that mainly reflects the size of the letters==	==*__Use spacing between words that reflects the size of the letters.__*== (green)	Words are spaced evenly and letters are well spaced and positioned using the tramlines.
Spelling	Spell words containing 40+ learned phonemes.	==*__Segment spoken words into phonemes and represent these by taught graphemes (ph5) spelling some of these words correctly and making phonically-plausible attempts at others__*==.	==*__Segment spoken words into phonemes and represent these by taught graphemes spelling many of these words correctly and making phonically-plausible attempts at others.__*== (green)	Almost all words containing the 40+ learned GPCs are spelled correctly.
	Spell common exception words.	==*__Spell many Y1 common exception words and some Y2 common exception words correctly.__*==	==*__Many of the Y1 & 2 common exception words are spelled correctly.__*== (green)	*__Most Y1 & 2 common exception words are spelled correctly.__* (green)
	Add prefixes and suffixes.	Both -s and -es are beginning to be used for plurals and these are spelled correctly.	Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used and these are spelled correctly.	*__Add suffixes to spell most words correctly in their writing. (e.g. ful, less, ment, ly, ness)__* (green)
	Use the possessive (singular) apostrophe.	Apostrophes may be recognised and used sometimes.	The possessive apostrophe is sometimes used correctly.	The possessive apostrophe is generally used correctly.
	Use homophones correctly.	Common homophones are used and one correct option may be correctly spelled.	Common homophones are generally distinguished and so spelled correctly.	Common homophones are almost always spelled correctly.

Aspect of writing	Learning Objective	Basic	Advancing	Deep
Punctuation	Use capital letters for pronouns and proper nouns	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	Capital letters are generally used appropriately. (e.g. for the names of people, places, the days of the week and I.)	Capital letters are used consistently and appropriately. (e.g. for the names of people, places, the days of the week and I.)
	Use full stops, capital letters, question marks, exclamation marks, commas for lists	*==Demarcate some sentences in writing with capital letters and full stops.==*	*==Demarcate most sentences in writing with capital letters and full stops and use question marks correctly when required.==*	*Use the punctuation taught at KS1, mostly correctly* (full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms)
	Use apostrophes for contracted forms and exclamation marks (PaG)	Apostrophes and exclamation marks are recognised in example texts. These are beginning to be used in directed tasks.	Apostrophes for the contracted form of words and exclamation marks are sometimes used correctly in writing	Apostrophes for the contracted form of words and exclamation marks are used mostly correctly in writing
	Use commas in a list (PaG)	Commas in lists are recognised in example texts. These are beginning to be used in directed tasks.	Commas in lists are used mostly correctly in writing	Commas in lists are used almost always correctly in writing
Re-drafting and editing	Re-read writing to check it makes sense.	==Re-read what has been written to check that it makes sense.==	Writing is re-read and changed by making simple additions, revisions.	*Make simple additions, revisions and proof-reading corrections to own writing.*

Analysis of writing (Objectives useful in lessons when deconstructing texts and co-constructing rubrics)			
Learning Objective	**Basic**	**Advancing**	**Deep**

Use and understand grammatical terminology in Year 1 :
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
	The terminology listed is beginning to be used correctly.
	  Year 1: Word, sentence, letter, capital letter, full stop, punctuation,
	  singular, plural,
		The terminology listed is used correctly.
		
		capital letter, full stop, punctuation,
		singular, plural, question mark, exclamation mark.
			A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
			capital letter, full stop, punctuation,
			  singular, plural, question mark, exclamation mark.

Use and understand grammatical terminology in Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	After discussion with the teacher, the features listed can be identified in questions about writing. Year 2: Verb, tense (past, present), adjective, noun, suffix,	The features listed can be identified in questions about writing. Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Terminology listed is displayed and this is applied in answering questions about writing. (including possessive apostrophe where appropriate)

Assessment criteria for writing

Milestone 2

Aspect of Writing	Learning Objective	Basic	Advancing	Deep
	Composition and effect			
Writing with purpose	Recognise the purpose for writing and write sentences that reflect the purpose of the writing (ie, to entertain, to instruct, to inform, …. etc)	After discussion with the teacher, the pupil can write for different purposes.	The pupil can write effectively for a range of purposes	The main features of a type of writing are generally applied without prompts.
		Use sentence structures appropriate to the purpose of the writing – e.g. commands to instruct, statements to report / recount	The pupil can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	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.
		Pupils discuss with the teacher / class the audience for a particular piece of writing,	The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features / vocabulary to inform thinking.	The pupil recognises and talk about the audience of a particular text, commenting on reasons for choices made by the author.
	Select vocabulary to add detail and for effect (including adjectives, adverbs, alliteration, similes)	Some detail / description of events / ideas expanded through vocabulary (simple adverbs, adjectives) or explanation. Some vocabulary selected for effect or appropriateness to task. *(Alliteraction or similes may be used)*	Ideas and events are developed through some deliberate selection of phrases and vocabulary e.g. technical terminology; vivid language; word choice for effect or emphasis. *(Alliteraction or similes are used effectively, where apporpriate)*	Some stylistic features support purpose, e.g. formal / informal vocabulary; appropriate use of similes.
			In discussion with the teacher, show an awareness of audience and purpose through formal / informal language choices	Distinguish between the language of speech and writing.
			Sometimes deletes words in sentences to see which are essential to retain meaning and which are not (e.g. avoiding overly long expanded noun phrases)	Language choices demonstrate **some** awareness of audience in terms of formality and / or informality.

		After discussion with the teacher, in narratives use some description of characters and settings. (*Character descriptions are generally focused on appearance rather than character traits. Settings are generally described in terms of what can be seen.*)	In narratives decribes characters and settings. (*Character descriptions include some character traits. Descriptions of settings include an attempt to capture or suggest mood.*)	Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.
		Some use of expanded noun phrases to describe, adding relevant and meaningful detail. Some evidence of adjectives being used for precision, clarity and impact.	Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.	Evidence of selection of descriptive techniques to create impact and overall effect.
	Show awareness of the purpose and the content of writing reflects this	Some awareness of purpose through selection of relevant content and an attempt to interest the reader.	Writing is clear in purpose and incorporates relevant content to inform / engage the reader.	
		Features of the writing are mainly 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.)	Features of a text type / genre are appropriate to the task, e.g. layout, verb, form and formality.	Choices related to layout, verbs, form and formality can be discussed and explained.
		In narratives, some appropriate use of speech to convey character.	Some use of dialogue to convey character.	Techniques to show not tell are beginning to be used in conveying aspects of character through speech.
	Develop and indicate viewpoint in writing	Viewpoint (opinion, attitude, position) is expressed, but may not be maintained.	Viewpoint is expressed and throughout the text.	Viewpoint is expressed and controlled throughout the text.
Tense and verb forms	Use the correct tense	Tense choice is mostly consistent and grammatically accurate including the use of the present perfect tense where appropriate.	Use different verb forms which are mostly accurate (present and past progressive, present perfect).	A range of appropriate tense forms are used accurately and through deliberate choice. An understanding is demonstrated of how time shifts may be created through the use of language.
	Write grammatically accurate sentences	Uses sentences with more than one clause which have mostly correct verb subject agreement and security of tense.	Uses sentences with more than one clause which have correct verb subject agreement and security of tense.	

Aspect of Writing	Learning Objective	Basic Some of the following features will be seen within numbers. Some larger numbers in the descriptor may not yet be used.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
Organisation of text, paragraphs and cohesion	Organise paragraphs around a theme.	Use paragraphs to organise ideas	Paragraphs are well organised around a theme.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph.
	Sequence paragraphs.	Ideas and events are sequenced using adverbs of time or manner or place.	Organisation through sequencing of paragraphs or logical transition, e.g. simple chronological stages; ideas grouped by related points.	A clear and logical sequence of paragraphs is evident and contributes to overall effectiveness of the text.
	Organise writing in line with its purpose	Headings and sub headings aid presentation where appropriate	Headings and sub headings aid presentation where appropriate – from pupil's independent choice.	A range of organisational devices are used effectively.
		Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Use of fronted adverbials and pronoun referencing to link within and between paragraphs.	A range of fronted adverbials and pronoun referencing to link within and between paragraphs contributes to the overall effectiveness of the text.
		Simple formulaic openings and endings (in line with the purpose of the writing) are used.	An appropriate opening and closing – which may be linked.	An appropriate opening and closing – which are clearly linked.
Sentence structure, clauses and conjunctions				
	Joins sentences with conjunctions	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause. (e.g. and, but, so,or, because, when)	Uses a range of conjunctions (subordinating and co-ordinating) to join sentences with more than one clause.	Writing shows controlled use of a range of conjunctions and is varied, contributing to the effect of a text.
	Vary sentence structure (Use a mixture of simple, compound and complex sentences.)	Variation of sentence structure through use of sentences with more than one clause.	Variation of sentence structure through a range of openings (fronted adverbials, subject reference and speech)	Writing shows controlled choices to vary sentence structures for effect, in line with its purpose.
	Transcription			
Handwriting	Forms letters correctly (orientation, position and size)	Letters are consistent in size and proportion with both letters and words evenly spaced.	Letters are consistent in size and proportion with both letters and words evenly spaced and correctly positioned.	
	Join letters	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate – always accurately.	Writing always shows fluent, joined letters with appropriate sizing and positioning, relative to each other.

Aspect of Writing	Learning Objective	Basic Some of the following features will be seen within numbers. Some larger numbers in the descriptor may not yet be used.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
Spelling	Add prefixes and suffixes	Add taught suffixes and prefixes (Y3 /4) to words, spelling many correctly.	Add taught suffixes and prefixes (Y3 /4) to words, spelling most correctly.	Well-chosen prefixes and suffixes are spelled correctly.
	Spell homophones correctly.	Spell many common homophones correctly.	Spell most common homophones correctly.	All common homophones used are spelled correctly.
	Use spelling rules and patterns	Apply the taught y3 / 4 spelling rules and patterns to spell many words correctly.	Apply the taught y3 / 4 spelling rules and patterns to spell most words correctly.	
	Use the possessive apostrophe	Place the possessive apostrophe accurately in many in words with regular and irregular plurals.	Place the possessive apostrophe accurately in most words with regular and irregular plurals.	The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.
	Spell common exception words	Spell KS 1 common exception words mostly correctly	Spell KS 1 common exception words always correctly	
		Spell many Y3 /4 common exception words correctly	Spell most Y3 / 4 common exception words correctly	
	Use a dictionary to aid spelling	Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary.	Use the first 2 or 3 letters in a word to check its spelling in a dictionary.	Confidently & quickly use a dictionary to check spellings
Punctuation	Use and punctuate direct speech.	Some correct use of inverted commas for speech	Inverted commas for speech are used mainly correctly.	In addition to the fluent use of speech punctuation as outlined in 'Advanced', the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the second set of speech marks are not used.(For example: "If you think you can speak to me like that," she said, "you had better think again!"
	Use capital letters and full stops to demarcate sentences	Capital letters and full stops are used consistently and accurately.	Capital letters, full stops, question marks and exclamation marks are used consistently and accurately.	Use the range of punctuation taught consistently and accurately.
	Use commas	Commas are used correctly in lists	Commas used to mark fronted adverbials mainly correctly.	Fronted adverbials are correctly punctuated.
	Use apostrophes	Apostrophes for singular possession are used mostly correctly.	Apostrophes for singular and plural possession are used mainly correctly.	

Re-drafting and editing	Re-read writing to check it makes sense	Proof-read for spelling and punctuation errors, with some support through verbal feedback or marking.	Proof-read for spelling and punctuation errors	
		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to grammar and vocabulary to enhance effects and clarify meaning.	
Learning objective	Analysis and Presentation **(Objectives useful in lessons when deconstructing texts and co-constructing rubrics)**			
To analyse writing	Use and understand grammatical terminology when discussing reading and writing: Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas), prefix, consonant, vowel, clause, subordinate clause. Year 4, pronoun, possessive pronoun, adverbial.	The use of Year 3 terminology is growing and applied in most cases. Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas), prefix, consonant, vowel, clause, subordinate clause.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used. Year 4, pronoun, possessive pronoun, adverbial.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities.

Key – Year 1 ARE Year 2 ARE Year 3 ARE Year 4 ARE Year 5 ARE Year 6 ARE   * NB, to achieve Year 2 ARE, pupils would need Year 1 ARE statements also. This is also the same for years 4 (need year 3) & 6 (need year 5). (Statements in Green in Deep = GDS at M2)

Aspect of Writing	Learning Objective	Basic — Some of the following features will be seen within numbers. Some larger numbers in the descriptor may not yet be used.	Advancing — Most of the following features will be seen.	Deep — All of the following features will be seen.
	Composition and effect			
Writing with purpose	Write for a range of purpose and audeinces	The pupil can write for a range of audiences and purposes.	*The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing)*	*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, characterization, structure).*
		Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader.	Purpose of writing is clear and maintained throughout the text with effective selection and placing of content to inform / engage the reader.	The pupil can explain and discuss choices made as to selection and placement of content to engage the reader.
	Recognise the purpose for writing and write sentences / content that reflect the purpose	Features of the text type or genre are appropriate for the task (e.g. layout, verb form and formality)	Independent choices as to the layout, verb form and formality are made.	Independent choices as to the layout, verb form and formality are made and explained.
	Select vocabulary and grammatical structures in line with the purpose and audience	Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	*Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).*	Select vocabulary and grammatical structures that reflect what the writing requires, doing this accurately and consistently (e.g. using contracted forms in dialogue; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
		Some use of dialogue to convey character.		
		Integrate dialogue in narratives to convey character and / or advance action.	*Integrate dialogue in narratives to convey character and / or advance action.*	Techniques such as show not tell are used effectively to convey character in a number of ways and can be explained by the pupil.
		Content is balanced e.g between action and dialogue; fact and comment.	Content is balanced and controlled with some effective selection and ordering of the text to engage the reader, e.g. placement of significant event for emphasis; reflective comment; opinion; dialogue.	Content is balanced and controlled with effective selection and ordering of the text to engage the reader, e.g. placement of significant event for emphasis; reflective comment; opinion; dialogue.

	Recognise and use formal / informal language structures	Distinguish between the language of speech and writing.	Distinguish between the language of speech and writing and sometimes choose the appropriate register	***Distinguish between the language of speech and writing and choose the appropriate register***
		Language choices demonstrate **some** awareness of audience in terms of formality and / or informality.	Writing shows some awareness of levels of formality (although this may not be well managed).	***Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.***
	Select vocabulary to add detail and for effect	After discussion with the teacher, in narratives, describe settings, characters and atmosphere.	***In narratives, describe settings, characters and atmosphere.***	In narratives, describe settings, characters and atmosphere with control which engages / intrigues the reader.
		Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	Use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	Vivid and believable images capture and sustain the reader's attention.
		Varied stylistic features may support both purpose and effect, e.g. alliteration, metaphors, puns, emotive phrases.	A range of stylistic features contribute to the effect of the text, e.g. rhetorical questions; repetition for effect; figurative language	
	Develop and indicate viewpoint in writing	Viewpoint is established. Contrasting attitudes / opinions may be presented. Some use of expert comment may be used to suggest credibility (e.g. rabbits are popular pets because they can live outdoors in all weather).	Established and controlled viewpoint with some development opinion, attitude, position or stance.	
Tense and verb forms	Use the correct tense and verb form	Using different verb forms which are **mostly** accurate (present and past progressive, present perfect and ing verbs)		
		Verb forms are used accurately and appropriate tense choice is maintained, including use of modal verbs.	***Use verb tenses consistently and correctly throughout writing.***	
			Verb forms are controlled and selected to convey precision of meaning. Emphasis may be created through word order and accurate use of verb phrases, including the passive voice, where appropriate.	

Organisation of text, paragraphs and cohesion	Organise paragraphs around a theme	Use paragraphs to organise ideas around a theme. (Headings and sub headings aid presentation where appropriate.)	Layout devices are used effectively. (headings, sub headings, columns, bullets, tables…etc)	
	Sequence paragraphs	Sequencing of paragraphs and / or sections contributes to the overall effectiveness of a text.	Sequenced and structured organization of paragraphs and / or sections contributes to the overall effectiveness of a text.	
	Develop ideas within a paragraph	Information / events are developed in depth within some paragraphs.	Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension, interject comment or reflection. Each paragraph introduces a theme and expands upon it in appropriate detail.	Conscious manipulation of the shaping of a paragraph for effect / impact..
	Write cohesively	Use of fronted adverbials and pronoun referencing to link within and between paragraphs.		
		Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs.	*Use a range of devices to build cohesion. Examples include: conjunctions; adverbials of time; adverbials of place; pronouns.*	Controlled use of range of cohesive devices.

Aspect of Writing	Learning Objective	Basic - Some of the following features will be seen within numbers. Some larger numbers in the descriptor may not yet be used.	Advancing - Most of the following features will be seen.	Deep - All of the following features will be seen.
Sentence structure, clauses and conjunctions	Vary sentence structure	Variation in sentence structure through a range of openings (fronted adverbials, subject reference and speech).	Use of subjunctive forms such as If I were in some very formal writing and speech	
		Use of complex structures, including the use of relative clauses. Sentence structures are varied throughout the text.	Wide range (as appropriate) of complex structures, including the use of relative clauses. Sentence structures are varied throughout the text.	
	Join sentences with conjunctions	Use a range of conjunctions (co-ordinating and subordinating) to join sentences with more than one clause.	Subordinating connectives and conjunctions may be manipulated for emphasis (e.g. Because of that, he failed.)	
		Using a wider range of conjunctions (co-ordinating and subordinating) to join sentences with more than one clause.	There may be some use of several subordinate clauses to aid economy of expression (e.g. Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle…. 'Whilst under my roof, you obey my rules, which are clearly displayed')	
	Transcription			
Handwriting		Letters are joined using diagonal and horizontal strokes where appropriate.		
	Write fluently and legibly with a joined style.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	*Maintain legibility in joined handwriting at speed.*	Writing is fluent and legible with a clear and consistent personal style.
Spelling	Add prefixes and suffixes	Add taught prefixes and suffixes to words, spelling many correctly	Add taught prefixes and suffixes to words, spelling most correctly	
	Spell correctly some words with silent letters.	Spell some words with silent letters correctly	Words with silent letters are used and spelled correctly.	
	Spell common exception words	Spell all common exception words from KS 1 list correctly.		

		Spell correctly many common exception words from the y3/4 list and some words from the Y5/6 list.	Spell all common exception words from KS 1, & Y3 / 4 lists correctly.	
		Spell many words common exception from the Y5 / 6 list correctly	Spell most common exception words from the Y5/6 list correctly.	
	Use spelling rules and patterns	Apply taught spelling rules / patterns (y5 / 6) to spell some words correctly.	Apply taught spelling rules / patterns (y5 / 6) to spell most words correctly.	Apply taught spelling rules / patterns (y5 / 6) to spell all words correctly. Explain rules & exceptions.
	Spell homophones correctly	Spell most homophones correctly in writing.	Spell most homophones correctly in writing and distinguish between homophones and other words which are often confused.	
	Use the possessive apostrophe	Place the possessive apostrophe accurately in most words with regular and irregular plurals.	Place the possessive apostrophe accurately in most words with regular and irregular plurals, applying consistently in writing.	
	Use a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary	Use the first 3 or 4 letters in a word to check its spelling in a dictionary	Select the choice of spelling aids with independence and use with growing speed.
		Begin to use a dictionary to check the spelling and meaning of words.	Use a dictionary to check the spelling of uncommon or more ambitious words.	
	Use a thesaurus	Begin to use a thesaurus	Use a thesaurus	Make considered and careful word choices appropriate to context and purpose from those suggested.
Punctuation	Punctuate sentences accurately	Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mainly correctly.		
		Use the full range of punctuation taught in lower KS 2 mostly correctly. (full stops, capital letters, exclamation mark, question mark, apostrophes for singular & plural possession, commas to mark fronted adverbials and in a list, inverted commas)	Use the full range of punctuation taught in KS 2 mostly correctly.	Use the full range of punctuation taught in KS 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.
		Some correct use of punctuation for parenthesis.	Correct use of punctuation for parenthesis.	Conscious manipulation of punctuation to create effect and impact.
		Commas to clarify meaning and to mark clauses used mostly correctly.	Commas to clarify meaning and to mark clauses used correctly.	
	Use and punctuate direct speech	Inverted commas used mostly correctly.	Inverted commas and conventions for speech always used correctly.	

Aspect of Writing	Learning Objective	Basic Some of the following features will be seen within numbers. Some larger numbers in the descriptor may not yet be used.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
Drafting and editing	Re-read writing to check it makes sense	Proof-read for spelling and punctuation errors, with some support through verbal feedback or marking.	Proof-read for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
	Analysis and Presentation (Objectives useful in lessons when deconstructing texts and co-constructing rubrics)			
To analyse writing	Use and understand grammatical terminology when discussing writing and reading Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6, active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.	Most of the features in the Year 5 list are evident. Use and understand grammatical terminology when discussing writing and reading Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	All of the features in the Year 5 list are evident. Year 6, active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.	All of the features in the Year 5 list are evident. Year 6 lists are evident.