





**Y2 Writing Assessment Framework**

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**Working towards the expected standard**

- write sentences that are sequenced to form a short narrative, after discussion with the teacher:
- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically plausible attempts at others
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting, and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of their writing
- using spacing between words

**Working at the expected standard**

the pupil can write a simple, coherent narrative about their own and others' experiences (real and fictional) after discussion with the teacher

demarcating most sentences with: capital letters and full stops

and with some use of question marks

using present and past tense mostly correctly and consistently

using co-ordination (or / and / but)

using some subordination (when / if / that / because) to join clauses

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others



spelling many common exception words\*

writing capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters

using spacing between words that reflects the size of the letters

**Working at greater depth**

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions, and proof-reading corrections to their own writing
- using the full range of punctuation taught at key stage 1 mostly correctly, including
  - commas to separate items in a list
  - apostrophe to mark singular possession in nouns
- spelling most common exception words\*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join some letters

Cowling Community Primary School		 		Date and genre of work					
<b>Y3 Writing Assessment Framework</b>								Summary	
Name:									
<b>Working towards the expected standard</b>									
<ul style="list-style-type: none"> <li>Demarcating most sentences with:</li> </ul>	<ul style="list-style-type: none"> <li>capital letters</li> </ul>								
	<ul style="list-style-type: none"> <li>full stops</li> </ul>								
<ul style="list-style-type: none"> <li>And with some use of:</li> </ul>	<ul style="list-style-type: none"> <li>question marks</li> </ul>								
	<ul style="list-style-type: none"> <li>exclamation marks</li> </ul>								
	<ul style="list-style-type: none"> <li>apostrophes for contraction</li> </ul>								
<ul style="list-style-type: none"> <li>Using sentences with different forms in their writing:</li> </ul>	<ul style="list-style-type: none"> <li>statements</li> </ul>								
	<ul style="list-style-type: none"> <li>questions</li> </ul>								
	<ul style="list-style-type: none"> <li>exclamations</li> </ul>								
	<ul style="list-style-type: none"> <li>commands</li> </ul>								
<ul style="list-style-type: none"> <li>describe settings and characters using expanded noun phrases</li> </ul>									
<ul style="list-style-type: none"> <li>using present and past tense mostly correctly and consistently</li> </ul>									
<ul style="list-style-type: none"> <li>using coordination (or / and / but)</li> </ul>									
<ul style="list-style-type: none"> <li>using some subordination (when / if / that / because)</li> </ul>									
<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>									
<ul style="list-style-type: none"> <li>spelling many common exception words*</li> </ul>									
<ul style="list-style-type: none"> <li>spelling some words with contracted forms*</li> </ul>									
<ul style="list-style-type: none"> <li>adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*</li> </ul>									
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>									
<ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters</li> </ul>									
<ul style="list-style-type: none"> <li>using spacing between words that reflects the size of the letters</li> </ul>									
<b>Working at the expected standard</b>									
<ul style="list-style-type: none"> <li>writing a narrative with a clear structure, setting, character and plot</li> </ul>									
<ul style="list-style-type: none"> <li>demarcating <b>most</b> sentences with:</li> </ul>	<ul style="list-style-type: none"> <li>capital letters</li> </ul>								
	<ul style="list-style-type: none"> <li>full stops</li> </ul>								
	<ul style="list-style-type: none"> <li>question marks</li> </ul>								
	<ul style="list-style-type: none"> <li>Exclamation marks</li> </ul>								
	<ul style="list-style-type: none"> <li>apostrophes for contraction</li> </ul>								
	<ul style="list-style-type: none"> <li>apostrophes for possession</li> </ul>								
<ul style="list-style-type: none"> <li>commas for lists</li> </ul>									
<ul style="list-style-type: none"> <li>using expanded noun phrases to describe and add detail to settings and characters</li> </ul>									
<ul style="list-style-type: none"> <li>using to express time, place and cause:</li> </ul>	<ul style="list-style-type: none"> <li>adverbs (then, next, soon)</li> </ul>								
	<ul style="list-style-type: none"> <li>prepositions (because of, after, during, in)</li> </ul>								
	<ul style="list-style-type: none"> <li>Subordinating conjunction</li> </ul>								
	<ul style="list-style-type: none"> <li>(when, before, after, because)</li> </ul>								
<ul style="list-style-type: none"> <li>using correct tense consistently</li> </ul>									
<ul style="list-style-type: none"> <li>beginning to use the present perfect tense (e.g., in diary writing, 'Today, I have been...')</li> </ul>									
<ul style="list-style-type: none"> <li>using some pronouns and time adverbials to aid cohesion</li> </ul>									
<ul style="list-style-type: none"> <li>group related materials together to form single paragraphs</li> </ul>									
<ul style="list-style-type: none"> <li>in non-narrative, using simple organisational devices (e.g., headings or sub-headings, paragraphs) appropriately</li> </ul>									
<ul style="list-style-type: none"> <li>using a/an correctly</li> </ul>									
<ul style="list-style-type: none"> <li>using inverted commas to punctuate speech, mostly correctly</li> </ul>									
<ul style="list-style-type: none"> <li>adding prefixes and suffixes to spell some words correctly (Y3 curriculum *)</li> </ul>									
<ul style="list-style-type: none"> <li>using and spelling the correct form of homophones *</li> </ul>									
<ul style="list-style-type: none"> <li>spelling all common exception words correctly *</li> </ul>									
<ul style="list-style-type: none"> <li>spelling some words correctly (year 3-4) *</li> </ul>									
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>									

• proofreading to check for spelling and punctuation errors								
• sustaining a piece of writing for at least a page								
<b>Working at greater depth</b>								
• using the full range of punctuation taught at key stage 1 and in Y3 mostly correctly								
• selecting organisational features according to purpose and audience								
• spelling most Y3/4 words correctly *								
• using ambitious and interesting vocabulary								
• making cohesive links between paragraphs and to begin to use subordinating conjunctions to create subordinate clauses to manipulate sentence structures								
• beginning to use commas to separate time adverbials and prepositional phrases (time and cause)								
• using subordinating clauses to develop sentences								
• using accurate punctuation for direct speech								
• producing legible joined handwriting								

**\* National curriculum documentation for phonics / spellings attached as an appendices**







**Y5 Writing Assessment Framework**

Name:

**Working towards the expected standard**

<ul style="list-style-type: none"> <li>demarcating sentences accurately with:</li> </ul>	<ul style="list-style-type: none"> <li>capital letters</li> </ul>									
	<ul style="list-style-type: none"> <li>full stops</li> </ul>									
	<ul style="list-style-type: none"> <li>question marks</li> </ul>									
	<ul style="list-style-type: none"> <li>exclamation marks</li> </ul>									
	<ul style="list-style-type: none"> <li>commas for lists</li> </ul>									
<ul style="list-style-type: none"> <li>using apostrophes mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>for contraction</li> </ul>									
	<ul style="list-style-type: none"> <li>singular possession</li> </ul>									
	<ul style="list-style-type: none"> <li>plural possession</li> </ul>									
<ul style="list-style-type: none"> <li>using commas for fronted adverbials, mostly correctly</li> </ul>										
<ul style="list-style-type: none"> <li>describing settings and characters including the use of:</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases</li> </ul>									
	<ul style="list-style-type: none"> <li>adverbials to describe and specify</li> </ul>									
	<ul style="list-style-type: none"> <li>dialogue</li> </ul>									
<ul style="list-style-type: none"> <li>using inverted commas and speech punctuation / layout, mostly correctly</li> </ul>										
<ul style="list-style-type: none"> <li>using different verb forms taught accurately and consistently including:</li> </ul>	<ul style="list-style-type: none"> <li>simple past (regular and irregular verbs)</li> </ul>									
	<ul style="list-style-type: none"> <li>simple present (regular and irregular verbs)</li> </ul>									
	<ul style="list-style-type: none"> <li>progressive (past -was/were - / present – am/are)</li> </ul>									
	<ul style="list-style-type: none"> <li>Perfect (past - had/present – have or has)</li> </ul>									
<ul style="list-style-type: none"> <li>using paragraphs or sections to organise and structure according to purpose and audience</li> </ul>										
<ul style="list-style-type: none"> <li>beginning to use subordinating conjunctions to create subordinate clauses to manipulate sentence structures</li> </ul>										
<ul style="list-style-type: none"> <li>using pronouns to aid cohesion and avoid repetition</li> </ul>										
<ul style="list-style-type: none"> <li>understanding and using determiners correctly</li> </ul>										
<ul style="list-style-type: none"> <li>adding prefixes and suffixes to spell many words correctly in their writing, see Y3-4 curriculum *</li> </ul>										
<ul style="list-style-type: none"> <li>spelling the correct form of homophones *</li> </ul>										
<ul style="list-style-type: none"> <li>spelling all common exception words correctly *</li> </ul>										
<ul style="list-style-type: none"> <li>spelling most words correctly (year 3-4) *.</li> </ul>										
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters and writing with cursive script</li> </ul>										
<ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters</li> </ul>										
<ul style="list-style-type: none"> <li>proofreading to check for errors in spelling and punctuation (self-assess / with peers)</li> </ul>										

**Working at the expected standard**

<ul style="list-style-type: none"> <li>Choosing appropriate grammar and vocabulary based on the audience and purpose of the text</li> </ul>										
<ul style="list-style-type: none"> <li>making word choices that are effective and can develop/enhance meaning (impact on the reader) e.g., technical terminology, vivid language to enhance mood and clarify meaning</li> </ul>										
<ul style="list-style-type: none"> <li>In narrative: using paragraphs to organise the text – time, place, events</li> </ul>										
<ul style="list-style-type: none"> <li>In narrative - Integrating description, action and dialogue to convey character and plot</li> </ul>										
<ul style="list-style-type: none"> <li>Deploy poetic style to engage the reader. Use pathetic fallacy to mirror and extend character's emotions e.g. (aspect of nature or weather reflects feeling.)</li> </ul>										
<ul style="list-style-type: none"> <li>Non-narrative: sustaining and developing ideas in a paragraph, introducing with a topic sentence</li> </ul>										
<ul style="list-style-type: none"> <li>In non-narrative using a range of organisational devices such as headings, subheadings, and bullet points where appropriate</li> </ul>										
<ul style="list-style-type: none"> <li>using some cohesive devices* within and across sentences and paragraphs e.g., then, after, that, this, firstly</li> </ul>										
<ul style="list-style-type: none"> <li>Use modal verbs to show something is certain, probable, or possible (or not) e.g., might, should, will, must</li> </ul>										
<ul style="list-style-type: none"> <li>using a wide range of clause structures, sometimes varying their position within the sentence e.g., Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.</li> </ul>										
<ul style="list-style-type: none"> <li>using the following to add detail, qualification and precision:</li> </ul>	<ul style="list-style-type: none"> <li>adverbs / adverbial phrases adverbs of time e.g., later, adverbs of place e.g. nearby and number e.g. secondly</li> </ul>									
	<ul style="list-style-type: none"> <li>prepositional phrases</li> </ul>									
	<ul style="list-style-type: none"> <li>expanded noun phrases</li> </ul>									
	<ul style="list-style-type: none"> <li>co-ordinating conjunctions</li> </ul>									

	<ul style="list-style-type: none"> <li>subordinating conjunctions</li> </ul>								
	<ul style="list-style-type: none"> <li>maintaining Standard English forms</li> </ul>								
	<ul style="list-style-type: none"> <li>using mostly correctly               <ul style="list-style-type: none"> <li>commas to clarify meaning and ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.'</li> <li>punctuation for parenthesis (brackets, commas and dashes)</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. e.g., Maisie, who was extremely tired, finished the race</li> </ul>								
	<ul style="list-style-type: none"> <li>proofreading for errors in spelling and punctuation</li> </ul>								
	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others writing</li> </ul>								
	<ul style="list-style-type: none"> <li>spelling all of Y3/4 and common exception words correctly *</li> </ul>								
	<ul style="list-style-type: none"> <li>spelling many words correctly* (years 5 and 6)</li> <li>Convert nouns or adjectives into verbs using suffixes e.g., ___ate, ___ise, ___ify.</li> <li>Apply prefixes to change intent of verbs e.g., dis___, de___, mis___, over___, re___.</li> </ul>								
	<ul style="list-style-type: none"> <li>producing legible joined cursive handwriting</li> </ul>								
<b>Working at greater depth</b>									
	<ul style="list-style-type: none"> <li>using the full range of punctuation taught correctly and appropriately</li> </ul>								
	<ul style="list-style-type: none"> <li>expanding sentence starters (Early one misty morning, Paralysed by fear)</li> </ul>								
	<ul style="list-style-type: none"> <li>embedding – ed and –ing clauses. (Dan, tired of waiting, dived into the cool, inviting water)</li> </ul>								
	<ul style="list-style-type: none"> <li>beginning to use colons and semi colons for expanded lists</li> </ul>								
	<ul style="list-style-type: none"> <li>spelling most words correctly* (years 5 and 6)</li> </ul>								
	<ul style="list-style-type: none"> <li>maintaining legibility and fluency using cursive script</li> </ul>								
	<ul style="list-style-type: none"> <li>making thoughtful changes in editing to create intended effects</li> </ul>								
	<ul style="list-style-type: none"> <li>consistently link ideas to aid cohesion</li> </ul>								

**\* National curriculum documentation for spellings attached as an appendices**





**Key Stage 2 (Y6) Writing Assessment Framework**

Name:

**Working towards the expected standard**

- Write for a range of purposes
- using paragraphs to organise ideas
- in narratives, describing settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Using mostly correctly
  - capital letters
  - full stops
  - question marks
  - commas for lists
  - apostrophes for contraction
- spelling most words correctly\* (years 3 and 4)
- spelling some words correctly\* (years 5 and 6)
- write legibly

**Working at the expected standard**

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters, and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- vary the types of sentences within a piece across simple, compound, and complex constructions
- use a range of complex construction strategies to build subordinating clauses e.g., 'ing', 'ed' openers or adverbs ly followed by relative clauses and subordinating conjunctions
- using a range of devices to build cohesion
  - conjunctions
  - adverbials of time and place
  - pronouns
  - synonyms
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
  - using contracted forms in dialogues in narrative
  - Use passive to affect the presentation of information in a sentence e.g. The window in the class was cracked.
  - using modal verbs to suggest degrees of possibility
- use verb tenses consistently and correctly throughout their writing
- Using mostly correctly ^
  - Inverted commas
  - commas for clarity
  - punctuation for parenthesis
  - semi-colons
  - dashes
  - colons
  - hyphens
- spelling most words correctly\* (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintaining legibility in joined handwriting when writing at speed

**Working at a greater depth within the expected standard**

- 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)
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- distinguish between the language of speech and writing and choose the appropriate register
- use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. ^