



Age-Related Expectations: Writing



Materials to support the assessment
of writing in the new curriculum



Foreword

The over-arching aim of teaching writing is to support children in developing their skills within both composition and transcription, enabling them to write for a range of purposes and audiences confidently and accurately. These age-related expectations (AREs) are intended to support teachers in making decisions about where pupils are in relation to national expectations. They have been organised into six strands:

- planning
- drafting and writing
- reviewing and editing
- grammar, vocabulary and punctuation
- spelling
- handwriting

The AREs have been thoroughly cross-referenced against the National Curriculum objectives, the National Curriculum non-statutory guidance, the six strands above and the parallel Reading AREs.

The materials include:

- the AREs presented as year group sheets: to assess the progress of individual pupils;
- the AREs presented as strands: to support teachers' understanding of the progression of writing skills year on year. Throughout this document, the wording in bold emphasises the increase in expectation from the previous year.

Making Judgements:

- The focus of the 2014 National Curriculum is on mastery of the skills outlined for each year group. Therefore, a range of opportunities should be provided to enable children to broaden and apply their skills. It is only children who present as being gifted that may need to work above their year group expectations.
- Judgements need to be informed and based upon a wide evidence base. This should include writing for a range of purposes and audiences; writing across the six main non-fiction text types, narrative and poetry; independent and supported or scaffolded writing; guided writing; extended and shorter pieces and writing across the curriculum.

- There is no set criteria to determine the amount of evidence that is required to make a judgement. Teachers need to have sufficient evidence and be **certain** that, over time and across a range of writing, children are **consistently** meeting the objective.
- To support accurate assessment it is vital that schools engage in a range of regular internal and external moderation activities.
- As handwriting is a fundamental skill in Year 1, it is included as one of the key objectives. In all other year groups, the statements relating to handwriting are there to help support your judgement but are not included as a key skill.

The Teaching and Learning of Writing:

- The curriculum states that children should ‘write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’ Engaging children in writing is fundamental in supporting this. It is vital to create a curriculum with a wide variety of meaningful and engaging writing opportunities, both to allow children to apply and refine their skills and to develop their understanding of text types.
- Ensuring that children have effective transcription skills is a key element of the curriculum. Regular and discrete teaching of spelling and grammar is essential in order to develop children’s understanding and support their secure use of linguistic conventions.
- High-quality teacher modelling is central to teaching writing effectively. Teachers need to model the creative and technical aspects of writing in order to provide children with examples. Shared writing opportunities should be used for children to then explore these ideas and skills before using and applying them in their independent writing.
- Revising, proof-reading and editing now has heightened importance in the 2014 National Curriculum. Time needs to be devoted to modelling these skills and to allowing children to engage with these processes effectively.

These materials have been written by Claire Ridsdale and Vicky Gordon, English Advisers from South Gloucestershire Traded Services, alongside members of the South Gloucestershire Leadership Academy. Many thanks go to the Subject Leaders from the following schools, who have contributed towards revising and refining the document.

Bromley Heath Junior School
Charborough Road Primary School
Charfield Primary School
Holy Family Primary School
Mangotsfield Primary School
Park Primary School
St. Stephen’s Infant School
St. Stephen’s Junior School



Y1	Y2	Y3	Y4	Y5	Y6
Plan by talking about ideas	Plan by talking about ideas and vocabulary	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)
Record ideas e.g. through story mapping	Record ideas e.g. through story maps, flow charts, listing ideas/facts	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Explore and use their own techniques to note their ideas, drawing on research where necessary	Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary
Orally rehearse sentences before writing	Orally rehearse sentences before writing	Compose and rehearse sentences orally before writing, including dialogue	Compose and rehearse more complex sentences orally, including dialogue, before writing		

Y1	Y2	Y3	Y4	Y5	Y6
Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories	Write for a range of fictional e.g. a diary entry in role; explanations about how a dinosaur trap works and real e.g. posters to advertise a school event; narratives based on their own experiences audiences and purposes	Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE	Write for an increasing range of purposes and audiences, including across the curriculum e.g. a news report in history, an explanation in science	Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography	Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters
Sequence their own sentences to form simple narratives	Create simple plots in narratives e.g. with a clear beginning, middle and end	Create and describe plots in narratives e.g. developing the problem	Create and expand plots in narratives e.g. describing the cause and effect of events; providing more detail	Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters	Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories
Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions	Create simple settings in narratives e.g. telling the reader where the story takes place	Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader	Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases	Develop settings and atmosphere in detail e.g. using parenthesis (the forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)	Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).
	Create simple characters in narratives e.g. heroes, villains based on their own reading	Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)	Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)	Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events	Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)



Y1	Y2	Y3	Y4	Y5	Y6
	Write simple poetry e.g. list and rhyming poems	Write simple poetry e.g. list and rhyming poems, free verse	Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure	Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue	Write a range of more sophisticated poetry and experiment with different forms, e.g. narrative poems, sonnets, odes, elegies
Use simple narrative language features e.g. story language such as once upon a time/one day/ happily ever after	Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person	Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense	Expand the use of narrative language features e.g. power of three; fronted adverbials for cohesion (After a while, he left the beach)	Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect	Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices
Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs	Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports	Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)	Expand the use of non-fiction language features e.g. clauses to add additional information (If you want the food to stay fresh, put it in the fridge.)	Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary	Manipulate and control the use of non-fiction language features e.g. rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.)
Use simple organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives; captions; instructions in the right order	Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections	Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing	Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, Tom peered around as he crept into the forest. The scared boy decided to turn back.	Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts	Manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument





Y1	Y2	Y3	Y4	Y5	Y6
Write sequences of linked sentences	Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences	Start to use paragraphs to group related ideas	Organise content into relevant paragraphs across the text	Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person	Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses



Y1	Y2	Y3	Y4	Y5	Y6
Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/ pronouns, range of adverbs, sentence structure	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive
Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
Read their own writing aloud clearly	Read their own writing aloud clearly, with appropriate intonation	Read their own writing aloud with appropriate intonation and volume to make the meaning clear	Read their own writing aloud with appropriate intonation volume and tone to make the meaning clear	Perform their own writing using appropriate intonation, volume and movement	Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience



Y1	Y2	Y3	Y4	Y5	Y6
Use the names of people, places and things e.g. dragon, castle, butterfly	Use noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly	Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge	Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.	Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.	Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
		Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.	Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.	Use precise phrases and vocabulary e.g. The beetle <u>scuttled</u> . Tom <u>uttered his response reluctantly</u> . 'Where will the ceremony be held?' Tom <u>enquired</u> .	Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor, towards the Head's imposing door.
		Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause	Use fronted adverbials for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...	Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must	Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)



Y1	Y2	Y3	Y4	Y5	Y6
		Use figurative devices such as similes and alliteration e.g. <i>As bright as the sun. The shimmering, shining sun.</i>	Use figurative devices such as similes and hyperbole e.g. <i>The branches stretched out like witch's fingers. He was so tired he slept for days!</i>	Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. <i>Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.</i>	Use figurative devices such as extended metaphors and colloquialisms e.g. <i>Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.</i>
Use the conjunction 'and' to join words e.g. <i>There was a slide and a swing and a roundabout.</i>	Use co-ordinating conjunctions to form compound sentences e.g. <i>or, but, yet, so</i>	Use a mixture of simple and compound sentences	Use an appropriate variety of simple, compound and complex sentences	Use embedded clauses e.g. <i>Tom, although he was terrified, crept through the forest.</i>	Use an effective range of sentence structures , including sentences with multiple clauses e.g. <i>Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.</i>
Use the conjunction 'and' to join simple sentences forming compound sentences e.g. <i>I went to the park and it was fun. Tom was playing and he fell over.</i>	Use subordinating conjunctions to add extra information e.g. <i>when, if, that, because</i> Write sentences with different forms: statement, question, exclamation, command	Start to write complex sentences by using a range of conjunctions accurately e.g. <i>forming subordinate clauses by using conjunctions such as, after, when, because</i>	Use a wider range of connectives to extend the range of complex sentences e.g. <i>although, while, however</i>	Use relative clauses beginning with who, which, where, when, whose and that e.g. <i>It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.</i> Use main and subordinate clauses and move their position in sentences e.g. <i>Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.</i>	Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths





Y1	Y2	Y3	Y4	Y5	Y6
Generally use the present and past tense accurately	Use the progressive (<i>continuous</i>) form in the present and past tense e.g. <i>I was running/ he was shouting as opposed to the simple forms I ran/ he shouted</i> Use accurate verb/tense e.g. <i>we were not we was</i> and subject /verb e.g. <i>the trees are not the trees is</i> agreement	Use the present perfect form of verbs e.g. <i>He has gone out to play as opposed to He went out to play.</i>	Use past and present tense accurately throughout a piece of writing , including continuous and perfect forms of verbs	Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. <i>controlling writing where there is a need to switch between tenses</i>	Use the perfect form of verbs to mark relationships of time and cause e.g. <i>They've been staying with us since last week. Scientists have recently discovered a new species.</i>
Write so that other people can understand the meaning of sentences	Use some features of standard written English e.g. <i>understand that the way we write can be different from the way we speak</i>	Consistently use features of standard English and explore when non-standard written English could be used e.g. <i>understand that dialogue can be written using non-standard features</i>	Control the use of standard and non-standard English e.g. <i>use a particular non-standard feature to develop characterisation</i>	Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. <i>using modal verbs to indicate possibility within persuasion (It could be argued that...)</i>	Use formal language structures in speech and writing, including the subjunctive and question tags e.g. <i>If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?</i>
Begin to punctuate using a capital letter for the names of people, places, days of the week and I					





Y1	Y2	Y3	Y4	Y5	Y6
Demarcate sentences using capital letters	Demarcate sentences consistently using full stops and capital letters				
Demarcate sentences using full stops	Use commas in lists e.g. the angry, hungry giant wanted his tea.	Use commas in lists consistently , in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.	Use commas after fronted adverbials e.g. Later during that day, after pouring the milk into the jug,	Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form.</p> <p>Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.</p>





Y1	Y2	Y3	Y4	Y5	Y6
Begin to use question marks	Demarcate sentences consistently using question marks and exclamation marks	Demarcate direct speech with inverted commas (speech marks) e.g. <i>can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.</i>	Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. <i>'I'm terrified,' Tom whispered, do we have to go?'</i>	Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. <i>The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.</i>	Control the use of inverted commas (speech marks) for direct speech, reported speech and quotations. Use hyphens to avoid ambiguity e.g. <i>man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)</i> Punctuate bullet points consistently
Begin to use exclamation marks	Use apostrophes for contracted forms e.g. <i>don't, I'm</i> Use apostrophes for singular possession e.g. <i>Tom's football</i>	Use apostrophes for contractions consistently e.g. <i>won't, shouldn't</i> Use apostrophes for singular possession consistently e.g. <i>Tom's football</i>	Use apostrophes to indicate plural possession e.g. <i>the children's playground; the girls' dormitory</i>		

Spelling (See National Curriculum Appendix 1 for detail)



Y1	Y2	Y3	Y4	Y5	Y6
Can spell compound words and the Y1 common exception words	Can spell the Y2 common exception words and homophones	Can spell at least half of the Y3/4 common exception words, homophones and words from other origins	Can spell all of the Y3/4 common exception words, homophones and words from other origins	Can spell at least half of the Y5/6 common exception words and homophones	Can spell all of the Y5/6 common exception words and homophones
Can spell verbs ending in -ing, -ed and -er	Can spell words using Y2 suffixes and rules for plurals	Can spell words using some of the Y3/4 prefixes and suffixes	Can spell words using all of the Y3/4 prefixes and suffixes	Can spell words using some of the Y5/6 prefixes and suffixes	Can spell words using all of the Y5/6 prefixes and suffixes
Can spell words containing the range of Y1 phonemes	Can spell words containing the range of Y2 phonemes	Can use the first 2 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.	Can use the first 4 letters of a word to check spellings and meanings in a dictionary. Use a thesaurus
Can spell adjectives ending in -er and -est					
Can spell words using the prefix -un					
Can spell plural nouns by adding -s and -es					





Y1	Y2	Y3	Y4	Y5	Y6
<p>Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters)</p> <p>Leave spaces between words</p>	<p>Form correctly sized and orientated lower-case letters, capital letters and digits</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Join letters, deciding which letters are best left un-joined</p> <p>Write in a legible and consistent style</p>	<p>Write in a legible and consistent style, with increased quality and speed</p> <p>Write letters with parallel down strokes and appropriate spacing</p>	<p>Write fluently and legibly with speed and a personal style</p>	<p>Write fluently and legibly with speed and a personal style</p>



Writing Assessment: Year 1

Composition		Transcription	
Planning	<ol style="list-style-type: none"> Plan by talking about ideas Record ideas e.g. through story mapping Orally rehearse sentences before writing 	Grammar, Vocabulary & Punctuation	<ol style="list-style-type: none"> Use the names of people, places and things e.g. dragon, castle, butterfly Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout. Use the conjunction 'and' to join simple sentences forming compound sentences e.g. I went to the park and it was fun. Tom was playing and he fell over. Generally use the present and past tense accurately Write so that other people can understand the meaning of sentences Begin to punctuate using a capital letter for the names of people, places, days of the week and I Demarcate sentences using capital letters Demarcate sentences using full stops Begin to use question marks Begin to use exclamation marks
	<ol style="list-style-type: none"> Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories Write sequences of linked sentences Sequence their own sentences to form simple narratives Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions Use simple narrative language features e.g. story language such as once upon a time/one day/happily ever after Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs Use simple organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives; captions; instructions in the right order 		Spelling
Reviewing & Editing	<ol style="list-style-type: none"> Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations Read their own writing aloud clearly 	Presentation	<ol style="list-style-type: none"> Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters). Leave spaces between words



Composition		Transcription	
Planning	1. Plan by talking about ideas and vocabulary	Grammar, Vocabulary & Punctuation	16. Use the noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly
	2. Record ideas e.g. through story maps, flow charts, listing ideas/facts		17. Use co-ordinating conjunctions to form compound sentences e.g. or, but, yet, so
3. Orally rehearse sentences before writing	18. Use subordinating conjunctions to add extra information e.g. when, if, that, because		
Drafting & Writing	4. Write for a range of fictional e.g. a diary entry in role; explanations about how a dinosaur trap works and real e.g. posters to advertise a school event; narratives based on their own experiences audiences and purposes		19. Write sentences with different forms: statement, question, exclamation, command
	5. Create simple plots in narratives e.g. with a clear beginning, middle and end		20. Use the progressive (continuous) form in the present and past tense e.g. I was running. He was shouting as opposed to the simple forms I ran/ he shouted
	6. Create simple settings in narratives e.g. telling the reader where the story takes place		21. Use accurate verb/tense e.g. we were not we was and subject /verb e.g. the trees are not the trees is agreement
	7. Create simple characters in narratives e.g. heroes and villains based on their own reading		22. Use some features of standard written English e.g. understand that the way we write can be different from the way we speak
	8. Write simple poetry e.g. list and rhyming poems		23. Demarcate sentences consistently using full stops and capital letters
	9. Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person		24. Use commas in lists e.g. The angry, hungry giant wanted his tea.
	10. Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports		25. Demarcate sentences consistently using question marks and exclamation marks
	11. Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections		26. Use apostrophes for contracted forms e.g. don't, I'm
	12. Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences		27. Use apostrophes for singular possession e.g. Tom's football
Reviewing & Editing	13. Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement	Spelling	28. Can spell the Y2 common exception words and homophones
	14. Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations		29. Can spell words using Y2 suffixes and rules for plurals
	15. Read their own writing aloud clearly, with appropriate intonation	Presentation	30. Can spell words containing the range of Y2 phonemes
			<ul style="list-style-type: none"> ▪ Form correctly sized and orientated lower-case letters, capital letters and digits ▪ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined ▪ Use spacing between words that reflects the size of the letters



Composition		Transcription	
Planning	1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)	Grammar, Vocabulary & Punctuation	16. Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle; turquoise butterfly; rickety bridge
	2. Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames		17. Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.
3. Compose and rehearse sentences orally, including dialogue before writing	18. Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause		
Drafting & Writing	4. Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE		19. Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.
	5. Create and describe plots in narratives e.g. developing the problem		20. Use a mixture of simple and compound sentences
	6. Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader		21. Start to write complex sentences by using a range of conjunctions accurately e.g. forming subordinate clauses by using conjunctions such as: as, after, when, because
	7. Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)		22. Use the present perfect form of verbs e.g. He has gone out to play. As opposed to: He went out to play.
	8. Write simple poetry e.g. list and rhyming poems; free verse		23. Consistently use features of standard English and explore when non-standard written English could be used e.g. understand that dialogue can be written using non-standard features
	9. Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense		24. Use commas in lists consistently in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.
	10. Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)		25. Demarcate direct speech with inverted commas e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.
	11. Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing		26. Use apostrophes for contractions consistently e.g. won't, shouldn't
	12. Start to use paragraphs to group related ideas		27. Use apostrophes for singular possession consistently e.g. Tom's football
	Reviewing & Editing	13. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/pronouns, range of adverbs, sentence structure	Spelling
14. Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations		29. Can spell words using some of the Y3/4 prefixes and suffixes	
15. Read their own writing aloud with appropriate intonation and volume to make the meaning clear		Hand writing	30. Can use the first 2 letters of a word to check spellings in a dictionary
			<ul style="list-style-type: none"> ▪ Join letters, deciding which letters are best left un-joined ▪ Write in a legible and consistent style

Writing Assessment: Year 4

Composition		Transcription	
Planning	1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)	Grammar, Vocabulary & Punctuation	16. Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest
	2. Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames		17. Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.
3. Compose and rehearse more complex sentences orally before writing, including dialogue	18. Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.		
Drafting & Writing	4. Write for an increasing range of purposes and audiences, including across the curriculum e.g. a news report in history, an explanation in science		19. Use fronted adverbials for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...
	5. Create and expand plots in narratives e.g. describing the cause and effect of events; providing more detail		20. Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!
	6. Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases		21. Use an appropriate variety of simple, compound and complex sentences
	7. Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)		22. Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however
	8. Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure		23. Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs
	9. Expand the use of narrative language features e.g. power of three; fronted adverbials for cohesion (After a while, he left the beach)		24. Control the use of standard and non-standard English e.g. use a particular non-standard feature to develop characterisation
	10. Expand the use of non-fiction language features e.g. clauses to add additional information (If you want the food to stay fresh, put it in the fridge.)		25. Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug,
	11. Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, Tom peered around as he crept into the forest. The scared boy decided to turn back.	26. Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. 'I'm terrified,' Tom whispered, "do we have to go?"	
	12. Organise content into relevant paragraphs across the text	27. Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory	
Reviewing & Editing	13. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing	Spelling	28. Can spell all of the Y3/4 common exception words, homophones and words from other origins
	14. Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations		29. Can spell words using all of the Y3/4 prefixes and suffixes
	15. Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear	Hand writing	30. Can use the first 3 letters of a word to check spellings in a dictionary
	<ul style="list-style-type: none"> ▪ Write in a legible and consistent style, with increased quality and speed ▪ Write letters with parallel down strokes and appropriate spacing 		

Composition		Transcription		
Planning	1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Grammar, Vocabulary & Punctuation	16. Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.	
	2. Explore and use their own techniques to note their ideas, drawing on research where necessary		17. Use precise phrases and vocabulary e.g. The beetle <u>scuttled</u>. Tom <u>uttered</u> his response <u>reluctantly</u>. 'Where will the ceremony be held?' Tom <u>enquired</u>.	
Drafting & Writing	3. Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography		18. Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly	
	4. Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters		19. Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must	
	5. Develop settings and atmosphere in detail e.g. using parenthesis (The forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)		20. Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.	
	6. Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events		21. Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.	
	7. Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue		22. Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.	
	8. Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect		23. Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.	
	9. Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary		24. Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. controlling writing where there is a need to switch between tenses	
	10. Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts		25. Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that...)	
	11. Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives		26. Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.	
	12. Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person		27. Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.	
Reviewing & Editing	13. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses		Spelling	28. Can spell at least half of the Y5/6 common exception words and homophones
	14. Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations			29. Can spell words using some of the Y5/6 prefixes and suffixes
	15. Perform their own writing using appropriate intonation, volume and movement		Hand writing	30. Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
			<ul style="list-style-type: none"> Write fluently and legibly with speed and a personal style 	



Composition		Transcription	
Planning	1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)	Grammar, Vocabulary & Punctuation	15. Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampers cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
	2. Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary		16. Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. Tom skulked grudgingly along the empty corridor, towards the Head's imposing door. Vocabulary linked to a historical period and style; using dialect
Drafting & Writing	3. Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters		17. Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)
	4. Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories		18. Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.
	5. Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).		19. Use an effective range of sentence structures, including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.
	6. Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)		20. Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths
	7. Write a range of more sophisticated poetry and experiment with different forms, e.g. narrative poems, sonnets, odes, elegies		21. Use the perfect form of verbs to mark relationships of time and cause e.g. They've been staying with us since last week. Scientists have recently discovered a new species.
	8. Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices		22. Use formal language structures in speech and writing, including the subjunctive and question tags e.g. If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?
	9. Manipulate and control the use of non-fiction language features e.g. rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.)		23. Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form.
	10. Manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument		24. Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.
	11. Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses		25. Control the use of inverted commas for direct speech, reported speech and quotations.
Reviewing & Editing	12. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs; passive voice; range of clauses; use of the subjunctive	26. Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)	
	13. Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations	27. Punctuate bullet points consistently	
	14. Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience	Spelling	
		Hand writing	Write fluently and legibly with speed and a personal style
			28. Can spell all of the Y5/6 common exception words and homophones
			29. Can spell words using all of the Y5/6 prefixes and suffixes
			30. Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus



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