



Pathways to **Write**

Assessment of Writing

Year 1 to Year 6

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Introduction

The Literacy Company grids have been organised into the main headings of the National Curriculum:

KEY STAGE 1	KEY STAGE 2
Composition: planning, drafting, evaluating, editing and proofreading	Composition: planning, drafting, evaluating, editing and proofreading
Composition: applying vocabulary, grammar and punctuation	Composition: structuring and organising texts
Transcription: spelling and handwriting	Composition: applying vocabulary, grammar and punctuation
	Transcription: spelling and handwriting

Pathways to Write Assessment Grids:

The grids are designed to be used on a termly basis using a range of writing genres as indicated in the context box for each year group.

The key elements of each section should be highlighted when there is sufficient **evidence across the range of writing**. This method will clearly highlight the areas for development for all your children and demonstrate progress over the academic year.

Making judgements

Working at the expected standard - a pupil whose work evidences all of the highlighted objectives across several pieces of writing would be on track for expected standard at the end of the year.

Working towards the expected standard - pupils who have not been able to evidence all of the highlighted objectives in their writing would be working towards and may need to be targeted in the areas they have not been able to evidence.

Working at greater depth within the expected standard - pupils who are demonstrating writing at greater depth will have consistently evidenced all the objectives across a range of writing, including in writing across the curriculum. There should also be highlighting of the relevant greater depth objectives in the top right-hand side box of the grids.

Making termly assessments using the grids

The pupils' portfolio of writing produced from the short purposeful writing tasks in the *Pathway* and the *Writeaway* piece of writing will provide clear assessment information for making end of term and end of year judgements and will also provide a wealth of information for moderation across classes/year groups.

Writing assessment grids for each year group (see above) are used to support making end of term/ year judgements. These are also used to inform teaching and learning on a daily basis.

At the beginning of the year, teachers create a master copy, highlighting what they will cover each half term. The ongoing writing skills are highlighted in blue. As the year progresses, highlight the master grid in:

- ✓ Orange for Autumn,
- ✓ Green for Spring,
- ✓ Pink for Summer.

See the example below:

[illegible]

We use the master grid as a guide for which objectives to assess our pupils against each term.

For example, at the end of the Autumn Term, we assess against the mastery objectives (orange) and key skills (blue). If pupils are assessed against the whole grid at the end of the Autumn Term, they will have many gaps in learning as many skills have not been taught yet. Therefore, they will look as if they are working towards the expected standard which might not be a true reflection of their ability.

SEND:

For children who are working towards the expected standard, it is important at St John's that we can accurately define the level children are working at and the exact skills to focus on during lessons. Therefore, we have the following approach for these children:

1. Staff highlight the skills on a Pathways to Write grid from a previous year group and teach towards these within lessons. Children generally access this still within their class - high quality differentiation and first-class teaching.
2. If the above is still too advanced then PIVATS Writing Milestones are used to inform planning and children are assessed against the milestones and performance indicators to show progress. PIVATS should only be used for children who are working significantly below age related expectations due to a Special Education Need (SEND). PIVATS are linked to the Pre-Key Stage standards. They allow us to assign a numerical score which ties in with small steps and tracks progress. This can be fed back to parents and helps practitioners to use an approach that helps in terms of moderation.

Y1 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write short narratives based on fictional and real experiences Discuss written work with teachers and other pupils: use appropriate terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark)	Working at greater depth within the expected standard: <ul style="list-style-type: none"> Purpose of the writing is clear Growing control with simple description and detail Use past and present with growing accuracy across a short narrative Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he) Co-ordination is used effectively and with control to link two pieces of information (<i>and</i>) Greater accuracy in use of full stops, capital letters, exclamation marks and question marks Mostly accurate formation of lower-case letters, starting and finishing in the correct place Mostly accurate use of the prefix un- when required Mostly accurate use of suffixes (e.g. -s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word Growing accuracy when spelling words using taught phonemes (considering appropriate grapheme representation) Growing accuracy when spelling common exception words previously taught (refer to spelling appendix of the national curriculum) 	
	Plan simple sentences by saying out loud what the writing will be about Orally compose a sentence before writing it and recognise sentence boundaries Write down some key words or ideas, including some new vocabulary drawn from listening to books Write short narratives ensuring that many sentences are sequenced accurately Begin to link ideas or events by subject and/or pronoun (e.g. <i>My dog is big. He has a long tail...I cut the bread. I put it in a bag.</i>) Check written work makes sense through re-reading with other pupils and the teacher Read work aloud clearly	Combine words to make sentences Use <i>and</i> to join words (e.g. a spoon <i>and</i> a cup) Use <i>and</i> to join clauses (e.g. Jacob has fair hair <i>and</i> Archie has dark hair.) Use some simple description (e.g. blue boots) Use capital letters for names of people and places Use capital letters for days of the week Use a capital letter for the personal pronoun I Use punctuation in some sentences: <ul style="list-style-type: none"> Some full stops and capital letters Begin to use question marks (<i>Where did you come from?</i>) Begin to use exclamation marks (<i>Hold on tight!</i>) Mostly accurate use of present tense when writing (The boy is happy and he likes to play with his toy car) Growing accuracy when writing in the past tense (The boy went to the park and he played with his toy car)	Write from memory simple dictated sentences (including words using GPCs and common exception words taught so far) Make phonically-plausible attempts to spell words that have not yet been learnt Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Days of the week are spelt accurately Many suffixes applied with accuracy: <ul style="list-style-type: none"> Add -s and -es for nouns and verbs (cats, foxes, runs, catches) Add -ing, -ed, -er, -est where no change is needed to the root word Apply prefix un- with growing accuracy for both verbs and adjectives (e.g. untie, unhappy) Leave spaces between words Some lower-case letters are accurately formed, starting and finishing in the correct place. Many capital letters are accurately formed Understand which letters belong to which handwriting families Digits 0-9 are mostly accurately formed Hold a pencil comfortably and correctly Sit correctly at a table

Y2 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling and Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write for different purposes: Narratives (real and fictional) and poetry Develop a positive attitude and stamina for writing Begin to draw on and use new vocabulary from reading Discuss written work with teachers and other pupils: use appropriate terminology [noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma]	Working at greater depth within the expected standard: <ul style="list-style-type: none">• Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar• Good control of a wide vocabulary• Accurate use of past and present tense• Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences• Use the punctuation taught at key stage 1 mostly correctly (capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes for omission and singular possession in nouns)• Spell most common exception words (refer to spelling appendix of the National Curriculum)• Spell most words with contracted forms (refer to spelling appendix of the National Curriculum)• Add suffixes to spell most words correctly e.g. -ment, -ness, -ful, -less, -ly• Use the diagonal and horizontal strokes needed to join some letters• Make simple additions, revisions and proof-reading corrections to writing	
	Plan, draft and orally rehearse writing using key words and new vocabulary Write simple coherent narratives about personal experiences and those of others (real or fiction) Write about real events, recording these simply and clearly Write a sequence of connected events Create cohesion through the use of pronouns, conjunctions and some adverbs Begin to make simple additions, revisions and corrections: <ul style="list-style-type: none">• Re-read and evaluate writing checking for meaning and tense form• Proof-read writing (some prompting may be required, including discussion with the teacher) Read work aloud with appropriate intonation	Use co-ordination (and, or, but) to join clauses Some use of subordination (when, if, that, because) to join clauses Use expanded noun phrases to add description and detail e.g. <i>bright sun in the sky; the deep dark wood</i> Use –ly to turn adjectives into adverbs (slow- slowly) Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma’s big teeth. (C) Use a variety of punctuation with increasing accuracy: <ul style="list-style-type: none">• Demarcate most sentences in writing with capital letters and full stops (including proper nouns)• Use question marks correctly when required• Some use of exclamation marks for effect (Stop!)• Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck)• Some apostrophes for simple contracted forms e.g. don’t Begin to use apostrophes for singular possession in nouns e.g. the dog’s tail, John’s hat Use past and present tense mostly correctly and consistently throughout writing including use of verbs to mark actions in progress e.g. <i>She is drumming</i>	Able to write from memory simple dictated sentences Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. <i>to, too, two/ there, they’re, their/ floated/ many/ coat</i>) Spell many common exception words (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Some words with contracted forms are spelt correctly e.g. don’t, can’t, I’ll, didn’t, I’m, it’s Some accurate use of suffixes to correctly spell words: <ul style="list-style-type: none">• –ing, -ed, -er, -est, -y where change is needed to the root word (<i>nicer, nicest, shiny, running, dropped</i>)• longer words formed by the addition of suffixes(-<i>ment, -ness, -ful, -less, -ly</i>)• adding –es to nouns and verbs ending in -y (<i>flies, tries, babies, carries</i>) Form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters Use spacing between words that reflects the size of the letters

Y3 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	<p>Produce longer pieces of writing for different purposes</p> <p>Make decisions about the form of the writing based on purpose and audience</p> <p>Begin to draw on ideas from a range of reading across the curriculum</p> <p>Discuss written work with teachers and other pupils: use appropriate terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas/or 'speech marks')</p>		<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar • Controlled use of a varied and rich vocabulary • Variety of verb forms used with confidence • Greater variety in sentence structures, including the use of fronted subordinate clause • Use paragraphs with greater control in both narrative and non-narrative • Accurate use of the full range of punctuation taught so far: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular noun possession, inverted commas for speech • Suffixes and prefixes are used mostly accurately (-ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) • Accurate spelling of common exception words from key stage 1 • Greater independence when evaluating and editing the effectiveness of word choice and grammar • Proof read spelling and punctuation errors in writing with greater independence 	
	<p>Discuss similar models of writing and plan using features of the given form</p> <p>Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader</p> <p>Start to use a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Create setting, characters and plot in narrative writing including:</p> <ul style="list-style-type: none"> • a full sequence of events, dilemma/ conflict and resolution • consistent use of 1st or 3rd person • some dialogue to show relationship between two characters <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary</p> <p>Proof read for spelling and punctuation errors</p>	<p>Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text</p> <p>In non-narrative material, group related ideas in paragraphs</p> <p>In narrative, write an opening paragraph and further paragraphs for each stage</p> <p>Create cohesion through adverbs, prepositions and pronouns</p>	<p>Consistent use of a variety of sentences with different structures and functions:</p> <ul style="list-style-type: none"> • Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) • Statements, questions, exclamations and commands used to create an appropriate effect <p>Use expanded noun phrases to add description and detail</p> <p>Use adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore)</p> <p>Use prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of)</p> <p>Use punctuation mostly accurately:</p> <ul style="list-style-type: none"> • Full stops and capital letters (including for proper nouns) • Exclamation marks and question marks • Commas to separate items in lists <p>Mostly accurate use of apostrophes for contracted forms e.g. don't and apostrophes for possession with singular nouns e.g. the dog's tail, John's hat</p> <p>Some use of inverted commas to punctuate direct speech</p> <p>Use past and present tense appropriately and consistently throughout writing</p> <p>Confidently use the progressive form of verbs (She is drumming), and demonstrate some use of the present perfect form of verbs (He has gone out to play contrasted with He went out to play)</p>	<p>Most common exception words from key stage 1 are spelt accurately</p> <p>Able to write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list</p> <p>Some words from the year 3 and 4 word list are spelt accurately</p> <p>Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (-ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-)</p> <p>a/an used accurately e.g. a rock, an open book</p> <p>Begin to use dictionaries (the first 2 or 3 letters of a word)</p> <p>Begin to use joined writing throughout their independent writing</p>

Y4 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write for a range of real purposes and audiences with increasing stamina		Working at greater depth within the expected standard: <ul style="list-style-type: none">Write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness of the readerControlled use of a varied and rich vocabularyConfident use of a variety of verb formsControlled use of a variety of sentence structures to enhance the effectiveness of writing (placement of subordinating conjunctions and adverbials)Use paragraphs with control in both narrative and non-narrative demonstrating a wider range of fronted adverbialsAccurate use of the full range of punctuation taught so far (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for singular possession, inverted commas and other punctuation to indicate direct speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possessionSuffixes and prefixes used accurately (refer to year 3 /4 spelling appendix)Greater independence when evaluating and editing the effectiveness of word choice and grammarProof-read spelling and punctuation errors in writing with greater independence	
	Engage the reader through selection of relevant content and choice of appropriate features	Draw from models of similar writing, wider reading and research		
	Discuss similar models of writing and plan using features of the given form	Use paragraphs to organise information and ideas around a theme	Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) Use nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail) Use fronted adverbials to vary sentence structure (Later that day, I heard the bad news) Understand the difference between plural and possessive s Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some) Mostly accurate use of punctuation at Y3 standard: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't), apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat) A range of punctuation is used, mostly accurately including: <ul style="list-style-type: none">Commas after fronted adverbialsUse of inverted commas Some use of other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker) Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies') Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect) Use standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)	Able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4) Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) Spell the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate Mostly accurate spelling of words from the year 3 /4 word list Use dictionaries efficiently (the first 2 or 3 letters of a word) Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency
	Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader	Use paragraphs to organise and sequence more extended narrative structures		
	Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures	Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly)		
	Create setting, characters and plot in narrative writing including: <ul style="list-style-type: none">Developing settings using expanded noun phrases and fronted adverbialsUse descriptions and speech to build a character and evoke a response	Use simple organisational devices, including headings and sub-headings to aid presentation		
	Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.)		
	Proof-read for spelling and punctuation errors			

Y5 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	<p>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader</p> <p>Draw from models of similar writing, wider reading and research</p> <p>Discuss written work and use appropriate terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)</p>		<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> 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 Make apt vocabulary choices fit for the purpose of the writing Effective use of a variety of verb forms Sentence types are manipulated to engage the reader Paragraphs are used with greater control to organise more complex narratives and non-narrative material Accurate use of the full range of punctuation taught so far (Year 3 or below standard punctuation, commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech, accurate use of possessive apostrophes for plural nouns, brackets, dashes and commas, commas to clarify meaning or avoid ambiguity) Spell correctly rules, patterns and words from the word list as listed in Appendix 1 for Years 3/4 and many rules, patterns and words from the word list for years 5/6 are accurately applied Evaluate, edit and proof-read writing independently showing a greater awareness of audience 	
	<p>Select the appropriate form for writing and use other similar writing as models for their own</p> <p>Plan and draft writing by identifying the audience for and purpose of the writing</p> <p>Demonstrate awareness of audience by beginning to select the appropriate vocabulary and grammatical structures that reflect what the writing requires</p> <p>Develop setting, characters and plot in narrative writing:</p> <ul style="list-style-type: none"> Use different ways to open the story Add scenes, character, dialogue to a familiar story Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story <p>Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use paragraphs to organise more complex information and themes</p> <p>In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)</p> <p>Use a wide range of devices to build cohesion within a paragraph:</p> <ul style="list-style-type: none"> Adverbs and adverbials (then, after that, this, firstly) A variety of nouns, synonyms, pronouns and determiners to avoid repetition Tense choices <p>Link across paragraphs:</p> <ul style="list-style-type: none"> Adverbs and adverbial phrases (time, place and number) A variety of nouns, synonyms, pronouns and determiners Tense choices (<i>He had seen her before</i>) <p>Use further organisational and presentational devices to structure texts and guide the reader</p>	<p>Adapt sentence length to change and enhance meaning including the use of a wide range of conjunctions (before, after, while, although, as, since)</p> <p>Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely e.g. Some brave people have climbed mountains - the first two people were...; Just hear me out- all your children and all the children in town will love it!</p> <p>Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)</p> <p>Writing demonstrates some use of:</p> <ul style="list-style-type: none"> Adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably) Modal verbs to indicate degrees of possibility (might, should, will, must) <p>Mostly accurate use of punctuation at Y4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular/plural possession</p> <p>Writing demonstrates some use of a wider range of punctuation:</p> <ul style="list-style-type: none"> Brackets, dashes and commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <p>Use a variety of verb forms correctly and consistently (simple past and present including progressive and present perfect form of verbs) Use Standard English forms for verb inflections instead of local forms (e.g. <i>we were</i> instead of <i>we was</i>)</p>	<p>Write from memory sentences dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum</p> <p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 and some rules and patterns from appendix 1 for years 5/6 are accurately applied, including:</p> <ul style="list-style-type: none"> accurate spelling of some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer) accurate spelling of some common homophones and other words which are often confused accurate spelling of words that are often misspelt, including most words from the year 3/4 word list and some from the year 5/6 word list in Appendix 1 <p>Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).</p>

Y6 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	<p>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)</p> <p>Draw from models of similar writing, wider reading and research</p> <p>Discuss written work and use appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)</p>		<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> • 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 • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Effective use of a variety of verb forms appropriate to the formality e.g. use of passive verbs and subjunctive in formal writing • Paragraphs are manipulated for effect and used accurately to organise more complex narrative and non-narrative • Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity • Spell correctly rules and patterns from appendix 1 and spell words from year 5/year 6 spelling list correctly • Evaluate, edit and proof-read writing independently showing an awareness of the audience in editing choices made 	
	<p>Select the appropriate form and use other similar writing as models for their own</p> <p>Plan and draft by identifying the audience for and purpose of the writing selecting vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately</p> <ul style="list-style-type: none"> • In narratives describe settings, characters and atmosphere • Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel • Integrate dialogue in narratives to convey character and advance the action • Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others <p>Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use paragraphs with control to develop and expand ideas, descriptions, themes or events</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Precis longer passages appropriately</p> <p>Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader</p> <p>Use appropriate choice of tense to support whole text cohesion and coherence</p>	<p>Use expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out - all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP)</p> <p>Adapt sentence length to change and enhance meaning including use of a wide range of conjunctions and relative pronouns (who, which, where, when, whose, that)</p> <p>Use verb tenses consistently and correctly throughout their writing (e.g. simple past, progressive, present perfect form of verbs, modal verbs)</p> <p>Use some passive verbs appropriately to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud; It is believed that...</p> <p>Use vocabulary and grammatical choices to suit both formal and informal situations (e.g. adverbs for possibility, the use of subjunctive forms such as If I were you, the use of question tags: He's your friend, isn't he?)</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly:</p> <ul style="list-style-type: none"> • Punctuation at year 4 standard and below • Brackets or commas to indicate parenthesis • Commas to clarify meaning or avoid ambiguity • Inverted commas and other punctuation to indicate direct speech <p>Some accurate use of:</p> <ul style="list-style-type: none"> • Colons to introduce lists and semi-colons to separate items within lists • Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up • Dashes to indicate parenthesis • Hyphens to avoid ambiguity • Consistent punctuation of bullet points 	<p>Write from memory sentences, dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum</p> <p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including:</p> <ul style="list-style-type: none"> • accurate spelling of most prefixes and suffixes • accurate spelling of most words with silent letters • accurate spelling of most homophones and other words which are often confused <p>Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Maintain legibility in joined handwriting when writing at speed</p>

Tracking grids for years 1-6

Year 1	Working below Y1 national standard (Meeting emerging ELG expectations)	Working towards Y1 national standard (Meeting expected ELG expectations)	Working on Y1 national standard Some Y1 national standards achieved. Gaps evident	Meeting national Y1 national standard Almost all elements of year 1 national standards achieved	Y1 National standard fully met All elements of year 1 national standard achieved	Exceeding Y1 national standard All elements of NS met with application
Autumn Term						
Spring Term						
Summer Term						

Year 2	Working below Y2 national standard (Year 1 National standard some gaps)	Working towards Y2 national standard (Year 1 National standard almost all elements)	Working towards Y2 national standard (Year 1 National standard all elements. Working on year 2 national standards)	Working on Y2 national standard Some year 2 national standards achieved. Gaps evident	Meeting Y2 national standard Almost all elements of year 2 national standards achieved.	Y2 National standard fully met All elements of year 2 national standard achieved.	Exceeding Y2 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 3	Working below Y3 national standard (Year 2 National standard some gaps)	Working towards Y3 national standard (Year 2 National standard almost all elements)	Working towards Y3 national standard (Year 2 National standard all elements. Working on year 3 national standards)	Working on Y3 national standard Some year 3 national standards achieved. Gaps evident	Meeting Y3 national standard Almost all elements of year 3 national standards achieved.	Y3 National standard fully met All elements of year 3 national standard achieved.	Exceeding Y3 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 4	Working below Y4 national standard (Year 3 National standard some gaps)	Working towards Y4 national standard (Year 3 National standard almost all elements)	Working towards Y4 national standard (Year 3 National standard all elements. Working on year 4 national standards)	Working on Y4 national standard Some year 4 national standards achieved. Gaps evident	Meeting Y4 national standard Almost all elements of year 4 national standards achieved.	Y4 National standard fully met All elements of year 4 national standard achieved.	Exceeding Y4 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 5	Working below Y5 national standard (Year 4 National standard some gaps)	Working towards Y5 national standard (Year 4 National standard almost all elements)	Working towards Y5 national standard (Year 4 National standard all elements. Working on year 5 national standards)	Working on Y5 national standard Some year 5 national standards achieved. Gaps evident	Meeting Y5 national standard Almost all elements of year 5 national standards achieved.	Y5 National standard fully met All elements of year 5 national standard achieved.	Exceeding Y5 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 6	Working below Y6 national standard (Year 5 National standard some gaps)	Working towards Y6 national standard (Year 5 National standard almost all elements)	Working towards Y6 national standard (Year 5 National standard all elements. Working on year 6 national standards)	Working on Y6 national standard Some year 6 national standards achieved. Gaps evident	Meeting Y6 national standard Almost all elements of year 6 national standards achieved.	Y6 National standard fully met All elements of year 6 national standard achieved.	Exceeding Y6 national standard All elements of NS met with deeper application across a range of genres
Autumn Term							
Spring Term							
Summer Term							

